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ABSTRACT

A rural, economically depressed parish in Louisiana has attempted to establish in two elementary schools, one junior high school, and three high schools a program in career education. The project directed its focus on three particular areas: in-service training of teachers and administrators; public awareness and involvement; and teacher/student participation in the infusion of career education activities. The report concludes that the major accomplishment thus far has been the actual implementation of a career education program and its acceptance by students, teachers, parents, and other community members; this acceptance is deemed crucial to the successful establishment of such a program. The report includes 208 pages of appended materials, including: a bibliography; relevant forms, tests, questionnaires, and correspondence; career education newsletters; information on teacher/administrator workshops and conferences; resource materials and activities (36 pages); suggested scope and sequence; a sample of part of the English curriculum (41 pages); and a third-party evaluator's report (64 pages). The report of the evaluator (Educational Planning and Evaluation Services of Magnolia, Arkansas) includes statistical information on the students and personnel and on the results of both student and teacher tests; it also presents a specific summary of its findings, conclusions, and recommendations. (PR)

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INTERIM REPORT

Project No. V361047
Grant No. OEG–0--73–5308

An Exemplary Program for Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90–576

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June 1974

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Project No. V361047
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An Exemplary Program for Career Education

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The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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June 1974

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INTERIM REPORT
AN EXEMPLARY PROGRAM FOR CAREER EDUCATION
1973 - 1974

I. SUMMARY OF THE REPORT

A. TIME PERIOD COVERED

The time period covered by the Exemplary Program for Career Education was from June 15, 1973 to June 14, 1974.

B. GOALS AND OBJECTIVES

The overall goal of this project is to facilitate each student's career achievement by relating his educational program to his needs for skills that will enable him to broaden his occupational aspirations and opportunities and to earn a living.

An underlying objective is to implement the State Career Education Model in a rural parish, thereby demonstrating a workable program that can be implemented in other rural parishes in Louisiana. The product goals for each of the project components are:

1. Guidance and Counseling

   To provide teachers, counselors, administrators, and university personnel who train teachers, counselors, and administrators with information on career education concepts and principles.

   To train each of these groups of educators on career achievement skills (e.g., interpersonal problem solving and program development skills).

   To train each of these groups of educators on how to train others (e.g., students) in career achievement skills.

2. Career Achievement Skills

   To train students at the elementary school, junior high school, high school and post-high school levels in each of the career achievement skills.

   To train these students to use their career achievement skills to develop their individual careers.

3. Elementary Career Awareness

To provide students with information about a variety of occupations and vocational options.

To help each student see a relationship between what he is learning in school and what he will need in the outside world of work.

To guide the students toward development of sound occupational aspirations.

4. Junior High Orientation/Exploration

To provide students with exploratory experiences in the two major areas of industrial arts and services.

To help students see the relationship between their core academic subjects and the occupational areas they have chosen to explore.

To guide the students toward the development of a sound career ladder.

5. Senior High - Post-High Job Preparation

To provide high school students with a skill training program and an interest-based curriculum in the service area (e.g., in child care).

To provide post-high school students with job training for jobs which are guaranteed.

To guide students in the development of and advancement up their career ladders.

6. Placement

To place all exiting students in either a job or another educational training program.

To continually follow up the placement of students to determine appropriateness and effectiveness.

C. PROCEDURES

The Exemplary Program for Career Education was initiated in Natchitoches Parish on August 6, 1973. A basic staff of four persons was employed and oriented to the operational plans. The six pilot schools, George Parks Elementary, Northwestern Junior High School, Natchitoches Central High School, Campti Elementary, Campti High School, and St. Matthew High School were then contacted and their role in the first year of the project was explained to them.

The career education effort primarily focused on three important areas. They are (1) in-service training of teachers and administrators, (2) public awareness and involvement, and (3) teacher-student participation in the infusion of career education activities.

Project in-service began with the workshop for forty elementary teachers and administrators from August 6 to August 24, 1973. Additional in-service training workshops were held at Northwestern State University during the fall and spring semesters for college credit. These workshops added another 115 teachers and administrators who were intensively trained during the 1973-74 project year. In addition to elementary in-service, two other ongoing in-service sessions took place for the teachers and administrators from grades seven through twelve.

A four day parish-wide workshop was held on October 29, 30, 31 and November 1. A three day workshop was held on February 11, 13, and 14 as a follow-up workshop. To help administrators and Advisory Council members assess their positions in the career education thrust, all administrators and Advisory Council members were exposed to the infusion of career education through interschool visitation. Principals and Advisory Council members were divided into groups and visited the three pilot schools in operation.

An aware and involved community is an integral part of a strong career education program. The project staff realized this and started an intense campaign to educate and involve the community. Many presentations were made to parents' groups, advisory committees, and civic clubs. Public service announcements were made through the media of television, radio, and newspaper. (See Appendix B) All community businesses were listed and sent a questionnaire asking pertinent information to be used by the teachers and students. The same method was employed to determine the many occcupations that existed locally. All parish students were asked to take a questionnaire to their parents to assess the vast parental pool of knowledge. (See Appendix C)

With career education dependent on the involvement of the community, it was necessary to establish an Advisory Council to obtain feedback and direction to the program. The Advisory Council consisted of six committees, pre-planning, community involvement, evaluation, contest, placement, and publicity.

Activities in community involvement also took place in the form of classroom field trips and resource speakers. Hands-on activities added rich and unique experiences which were enlightening for students and resource persons alike.

After all goals and objectives for each component of the career education program were written, all resources were collected. Curriculum material developed locally, as well as materials developed through the State Department of Education, were issued to each participating teacher. Through the in-service workshops, project teachers became familiar with the concepts and methodology involved in career education and were prepared to begin the infusion of career education. Teachers were encouraged to be innovative in the development of meaningful units. The Career Education staff, together with in-school counselors, aided in the infusion of career education. All areas of the school curriculum, from kindergarten through grade fourteen were included. This acted as a catalyst to the inclusion of resource speakers and study trips into the community. (Appendix D)

Throughout the project, efforts have been made to develop local resources and supply classroom teachers with as much instructional materials as possible.

D. RESULTS AND ACCOMPLISHMENTS

The overall major accomplishment of the Exemplary Program for Career Education has been the acceptance and implementation of career education by educators, students, parents, and other members of the community. This acceptance of career education will be conducive to a lasting career education program funded by local sources. The 1973-74 project year has been a successful one in curriculum, as well as attitude change. All of the project schools have implemented the career education concept.

These results are due to several accomplishments. For example: dissemination activities informed and stimulated the community; several intensive in-service training sessions were held for teachers; development and distribution of instructional materials; and a placement office was established and the placement officer and counselor were available to the students and teachers in capacities that had not existed before.

The visible results of all the efforts are that teachers and administrators are becoming more dedicated to the concept of career education, the community is lending its support in several areas, and most important, the students are receiving the benefits.

E. EVALUATION

The evaluation of the Exemplary Program for Career Education is an unremitting process. The project staff has attempted to assess the extent to which the objectives of the Exemplary Program have been met, as well as possible reasons for not meeting these objectives. Much effort has been made by the project staff to insure that the component intent was accomplished.

The third party evaluation is the contracted responsibility of the Louisiana State Department of Education. Appendix __N__ of this report contains the third party evaluation report.

F. CONCLUSIONS AND RECOMMENDATIONS

Since the implementation of an Exemplary Program for Career Education in August of 1973, the schools involved in the project have experienced exceptional growth and improvement. Contributing to this growth and improvement was the involvement of the community. This is a key to a successful program, along with the involvement of the total staff. A career education program can only be implemented in a school system with the support from the top administrators down. Intensive workshops and the development of curriculum materials are key factors to staff involvement and, therefore, a successful program.

Although the program has been generally successful, certain aspects have been more successful than others. In the future, there should be a concerted effort to involve the secondary level more fully in career education through the workshops and the development of curriculum materials. Also, a trained counselor for the secondary level would be conducive to improvement.

Specific conclusions and recommendations in relationship to the total project are presented in Section __VII__.

II. EXEMPLARY PROGRAM FOR CAREER EDUCATION PROBLEM AREA

In an age of accelerating change, the rate of growth of scientific and technological knowledge has increased at a tremendous mathematical proportion. In this setting, education must operate by providing the student with experiences that he believes are relevant. The problem facing concerned educators is what is the best program which meets the relevancy that society is demanding of education. Dr. Sidney P. Marland, Commissioner of Education, supporting this, stated that: (Marland)

> "I think our choice is apparent. Certainly continued indecision and presentation of the status quo can only result in additional millions of young men and women leaving our high schools, with or without benefit of a diploma, unfitted for employment, unable or unwilling to go on to college, and carrying away little more than an enduring distaste for education in any form, unskilled and unschooled. Indeed, if we are to ponder thoughtfully the growing charge of "irrelevance" in our schools and colleges,

> let us look sharply at the abomination known as general education."

In the past, education has focused primarily on the college preparatory curriculum. This curriculum does not lend itself to a lot of today's needs and the needs of the future. Little, if any, attention was focused on skills which will help the student to make a livelihood for himself and his future family, no matter what level of education he leaves. A large number of our youth completes school and sees little evidence that school experiences aided them in making a smooth transition into the world of work. Dr. Sidney P. Marland lends support to this contention in the career education speech, More Than a Name, of May 4, 1971: (Marland)

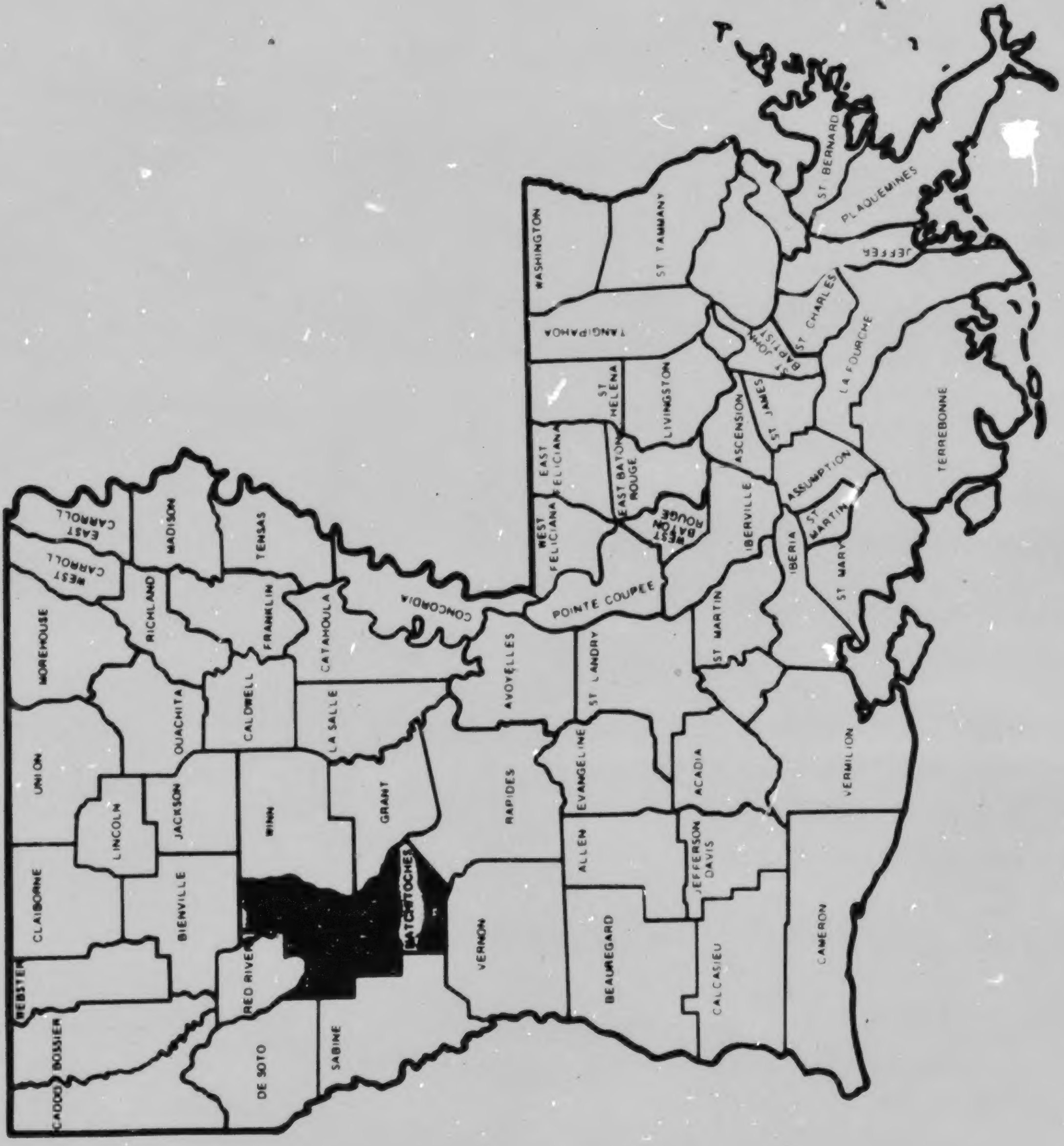
> "By 1975, we expect the unskilled to account for less than five percent of the labor force or something in the neighborhood of 4.5 million jobs. Yet, Bureau of Labor Statistics' projections indicate that we will still have more than 3.5 million young people with no salable skills trying to squeeze themselves into this sad five percent category. For them there will literally be no room at the bottom."

Natchitoches Parish has accepted this challenge to evaluate our educational system and revamp to make a more meaningful learning environment. With the total support of the educators and community, Natchitoches Parish has implemented a comprehensive career education program, starting as early as kindergarten and continuing through post-high school education. The parish was designated as a rural model for an Exemplary Program for Career Education for the national and state levels. Funding for this Exemplary Program was created as a result of the Vocational Education Amendments of 1968, Part D, Section 142.

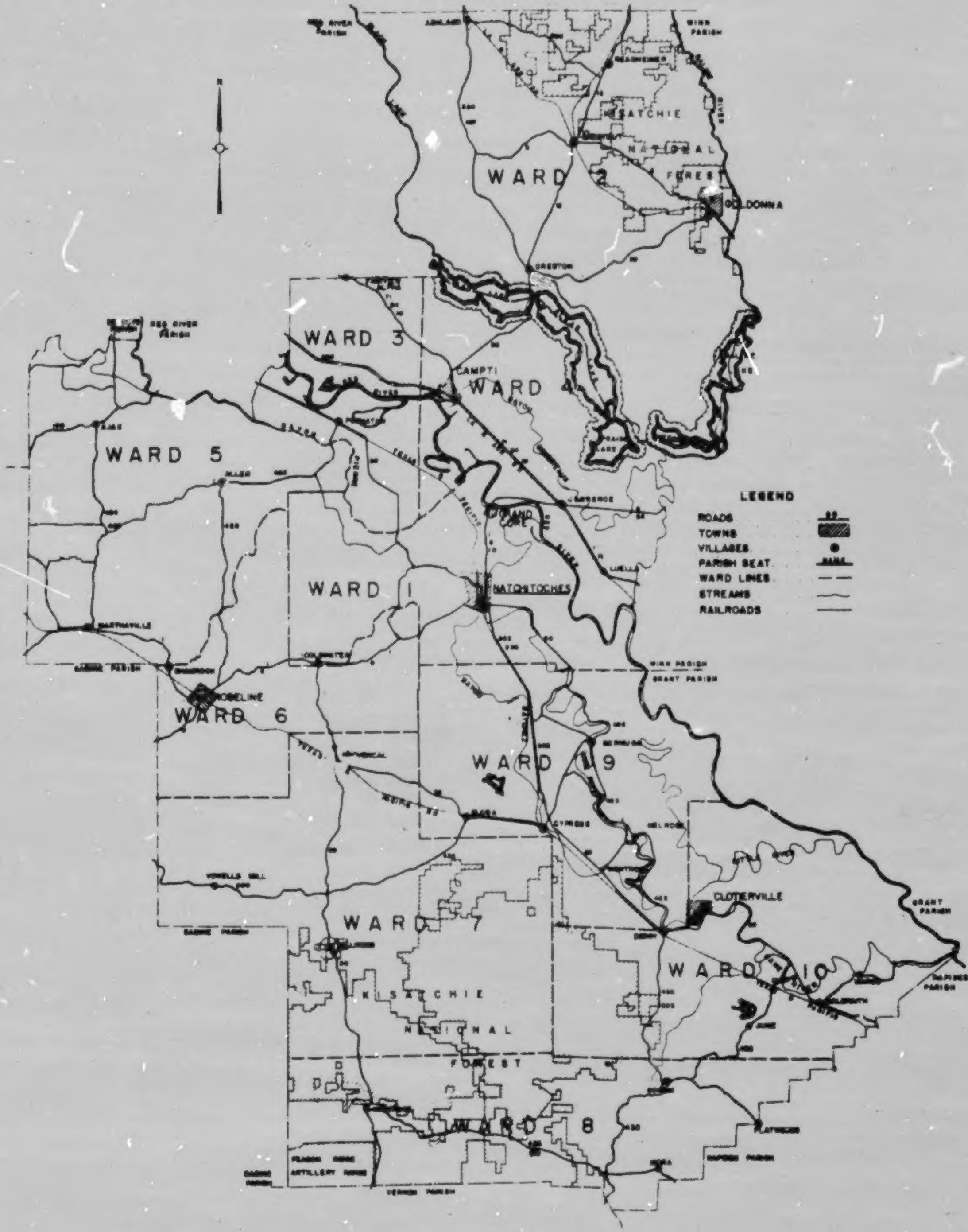
Natchitoches Parish is a rural parish with a population of about 35,000 people. This total has been stable over the past ten years and is predicted to remain constant in the next ten years. The parish has a high percentage of families in the lower-middle income bracket and about thirty-eight percent of all families receive income below the established poverty level. The average per-capita income of families in the parish is about $2,300. Unemployment in the parish has been consistently higher than it has been in other Louisiana parishes and, also, higher than the national average for rural parishes. The percent of unemployed during the last two years has averaged 16.6 percent.

The selected project site, representative of urban and rural areas, serves about 3,000 students or about one-third of the total parish student population. Three subsites were selected in Natchitoches Parish and at each of these are either two or three schools which make up a pilot kindergarten through grade twelve complex. Serving these sites are two trade schools, the Natchitoches Trade School and the Central Area Trade School, and one university, Northwestern State University.

MAP 1
STATE OF LOUISIANA


WASHINGTON
ST TAMMANY
ST BERNARD
PLAQUEMINES
JEFFER
TANGIPAHOA
ST HELENA
LIVINGSTON
ST JOHN BAPTIST
ST CHARLES
LA FOURCHE
TERREBONNE
ST JAMES
ASCENSION
EAST FELICIANA
WEST FELICIANA
EAST BATON ROUGE
WEST BATON ROUGE
ASSUMPTION
ST MARTIN
IBERVILLE
IBERIA
ST MARY
POINTE COUPEE
EAST CARROLL
WEST CARROLL
MADISON
TENSAS
RICHLAND
FRANKLIN
CATAHOULA
CONCORDIA
MOREHOUSE
OUACHITA
CALDWELL
LA SALLE
AVOYELLES
ST LANDRY
ST MARTIN
UNION
LINCOLN
JACKSON
WINN
GRANT
RAPIDES
EVANGELINE
ACADIA
VERMILION
CLAIBORNE
BIENVILLE
NATCHITOCHES
ALLEN
JEFFERSON DAVIS
WEBSTER
RED RIVER
VERNON
BEAUREGARD
CALCASIEU
CAMERON
BOSSIER
CADDO
DE SOTO
SABINE

MAP 2
NATCHITOCHES PARISH


WARD 1
WARD 2
WARD 3
WARD 4
WARD 5
WARD 6
WARD 7
WARD 8
WARD 9
WARD 10
KISATCHIE NATIONAL FOREST
GOLDONNA
CRESTON
CAMPTI
NATCHITOCHES
ROBELINE
CLOUTIERVILLE
RED RIVER PARISH
WINN PARISH
SABINE PARISH
GRANT PARISH
RAPIDES PARISH
VERNON PARISH
LEGEND
ROADS
TOWNS
VILLAGES
PARISH SEAT
WARD LINES
STREAMS
RAILROADS

Natchitoches Parish schools offer many courses to the student for occupational preparation at the senior high school level. Programs included are distributive education, business and office education, child care, house cares, food management, auto mechanics, building trades, electricity-electronics, vocational agriculture, as well as a strong college preparatory curriculum.

Studies indicate that approximately forty percent of the graduating seniors enter college, seventeen percent attend vocational-technical schools, twenty-five percent immediately enter the world of work, and eighteen percent enter the military, marry, or are unemployed.

III. GOALS AND OBJECTIVES

The overall purpose of the Exemplary Program is to establish a meaningful, comprehensive, well developed career education program with a strong guidance and counseling component. This program was based on the priorities established in the Exemplary Guidelines of the 1968 amendment:

1. Programs designed to increase the self-awareness of each student and to develop in each student favorable attitudes about the personal, social, and economic significance of work.
2. Programs at the elementary school level designed to increase the career awareness of students in terms of the broad range of opportunities open to them in the world of work.
3. Programs at the junior high or middle school level designed to provide career orientation and meaningful exploratory experiences for students.
4. Programs at grade levels ten through fourteen designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experience and cooperative education opportunities for all students.
5. Programs designed to insure the placement of all exiting students in either: (a) a job, (b) a post-secondary occupational program, or (c) a baccalaurate program.

A. GUIDANCE AND COUNSELING

Product Goals

1. To provide teachers, counselors, administrators, and university personnel who train teachers, counselors, and administrators with information on career education concepts and principles.

2. To train each of these groups of educators in career achievement skills (e.g., interpersonal problem solving and program development skills).

3. To train each of these groups of educators on how to train others (e.g., students) in career achievement skills.

Product Objectives

1. Approximately 130 teachers, counselors, and administrators will, after participation in the career education workshops, demonstrate knowledge of career education concepts and principles as measured by a locally developed test. It is expected that the mean score will be seventy percent or higher.

2. Approximately 130 teachers, counselors, and administrators will, after participation in the career education workshops, demonstrate knowledge of career achievement skills as measured by a locally developed test. It is expected that the mean score will be seventy percent or higher.

3. Approximately 130 teachers, counselors, and administrators will, after participation in the career education workshops, demonstrate knowledge of how to train others in career achievement skills as measured by a locally developed test. It is expected that the mean score will be seventy percent or higher.

B. CAREER ACHIEVEMENT SKILLS

Product Goals

1. To train students at the elementary school, junior high school, high school, and post-high school levels in each of the career achievement skills.

2. To train these students to use their career achievement skills to develop their individual careers.

Product Objective

1. Approximately 130 teachers, counselors, and administrators will, after participation in the career education workshops, demonstrate knowledge of how to train others in career achievement skills as measured by a locally developed test. It is expected that the mean score will be seventy percent or higher.

C. ELEMENTARY CAREER AWARENESS

Product Goals

1. To provide students with information about a variety of occupations and vocational options.

2. To help each student see a relationship between what he is learning in school and what he will need in the outside world of work.

3. To guide the students toward development of sound occupational aspirations

Product Objectives

1. Students participating in the career education program, kindergarten through grade three, will demonstrate their knowledge of occupations as measured by locally developed tests. It is expected that students in kindergarten through grade three will be able to identify fifty percent of the occupations on a picture test. (Mean Score: fifty percent)

2. The students in the career education program, grades four through six, will demonstrate their knowledge of the relationship between school subjects and occupations as measured by a locally developed objective-type test. It is expected that the mean score will be seventy percent or higher.

3. The students in the career education program, grades one through six, will improve their self-concept as measured by the Coopersmith Self-Esteem Inventory. It is expected that the mean post-test raw score will be at least ten percent higher than the mean raw score on the pretest.

D. JUNIOR HIGH ORIENTATION/EXPLORATION

Product Goals

1. To provide students with exploratory experiences in the two major areas of industrial arts and services.

2. To help students see the relationship between their core academic subjects and the occupational areas they have chosen to explore.

3. To guide the students toward the development of a sound career ladder.

Product Objectives

1. The students [illegible] the career education program, grades seven through nine, will increase their knowledge of the relationship between school subjects and occupations as measured by Part 3 of the Career Maturity Inventory. It is expected that the mean will be at least ten percentile points higher than the mean pretest score.
2. The students in the career education program, grades seven through nine, will increase their knowledge of career achievement skills as measured by the Career Maturity Inventory. It is expected that the mean post-test score will be at least ten percentile rank points higher than the mean pretest score.
3. Approximately 500 students in the target junior high schools will complete prevocational training in industrial arts or home services. It is expected that class rolls and teacher evaluations will indicate that the students have successfully completed the courses.

E. SENIOR HIGH - POST-HIGH SCHOOL JOB PREPARATION

Product Goals

1. To provide high school students with a skill training program and an interest-based curriculum in the service area (e.g., in child care).
2. To provide post-high school students with job training for jobs which are guaranteed.
3. To guide students in the development of and advancement up their career ladders.

Product Objectives

1. During the 1973-74 school year, a committee of teachers involved in the career education program, with the project staff, will develop an interest-based curriculum guide in the area of house care. It is expected that ninety percent of the persons on an evaluation team will rate the curriculum guide as "adequate" or "excellent."
2. The students in the career education program, grades ten through twelve, will increase their knowledge of career achievement skills as measured by the Career Maturity Inventory. It is expected that the mean post-test score will be at least ten percentile rank points higher than the mean pretest score.

F. PLACEMENT

Product Goals

1. To place all exiting students in either a job or another educational training program.

2. To continually follow up the placement of students to determine appropriateness and effectiveness.

Product Objective

1. The project staff, in conjunction with the guidance department, will demonstrate their ability to place students in employment or further training. It is expected that seventy percent of the students who complete high school or exit during the year will be placed in a job or in further training.

IV. DESCRIPTION OF THE PROGRAM

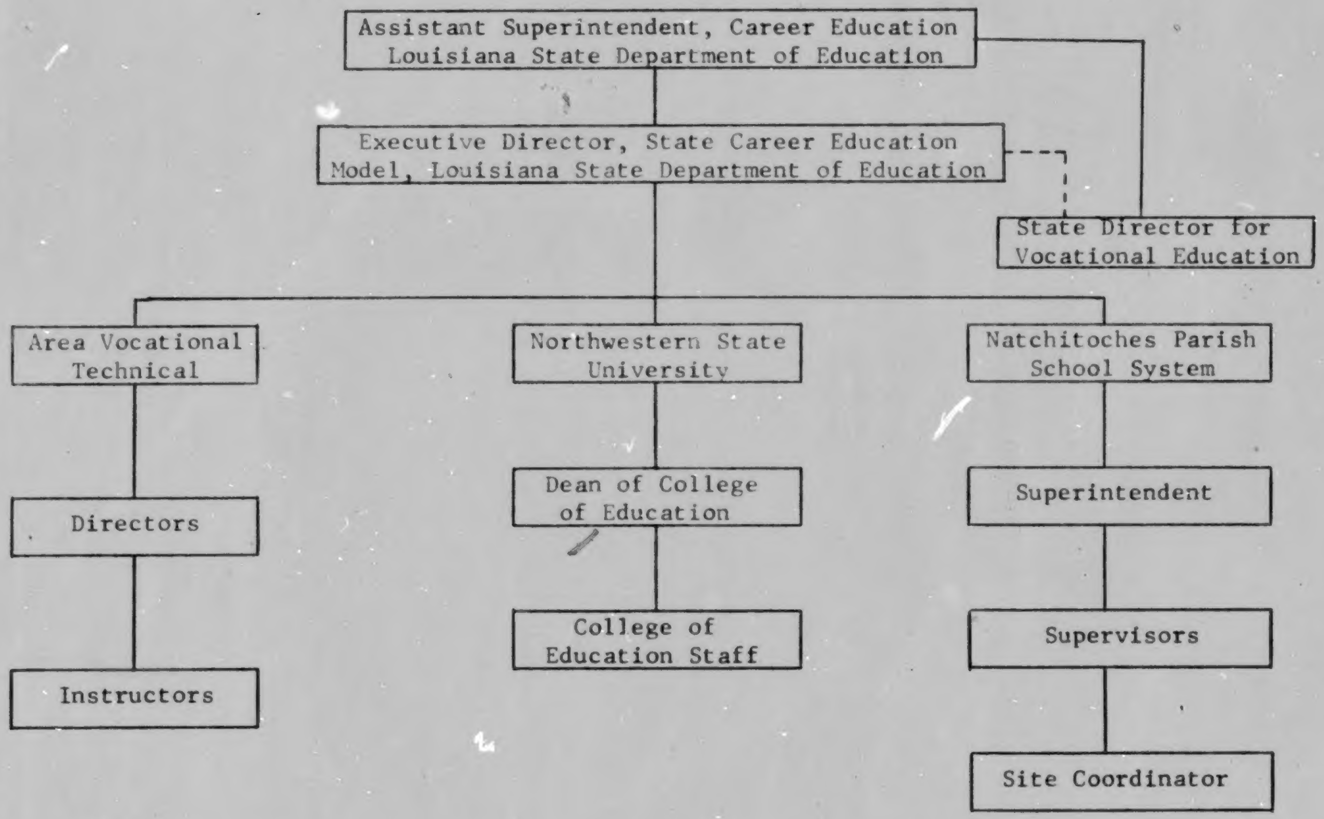
The Exemplary Program for Career Education combines several features of previous research and development projects. The project also includes features of programs currently operating in Natchitoches Parish.

The administration of the project involves Louisiana State Department of Education personnel, Natchitoches Parish School System personnel, area vocational-technical schools personnel, Northwestern State University personnel, as well as the State Task Force for Career Education. The director of the Research Coordinating Unit of the Louisiana State Department of Education is responsible for the ongoing administration and direction of the project. At the project site, the project activities are coordinated by a site coordinator who works closely with the Natchitoches Parish School System, the area vocational-technical schools, the university, and community. A schematic arrangement of the administrative structure is shown in Table 1 .

The selected project site, representative of urban and rural areas, serves about 3,000 students, or about one-third of the total parish student population. At each of these subsites there are either two or three schools which make up a pilot kindergarten through grade twelve complex. All students at the three subsites were at least minimally involved in the program through direct student-counselor interaction or through indirect student-teacher interaction and about two-thirds of these students in pilot schools were intensively involved during the first year of the project (about 2,000 students). All students in the pilot schools, plus students from other schools in the parish, will be involved during the 1974-75 school year. During the 1975-76 school year, all students in the parish will be intensively involved in the program and each school will have trained personnel to maintain and continually improve the program. Also by the third year of the project,

TABLE I

ADMINISTRATIVE STRUCTURE OF THE
EXEMPLARY PROGRAM FOR CAREER EDUCATION


Assistant Superintendent, Career Education Louisiana State Department of Education
Executive Director, State Career Education Model, Louisiana State Department of Education
State Director for Vocational Education
Area Vocational Technical
Directors
Instructors
Northwestern State University
Dean of College of Education
College of Education Staff
Natchitoches Parish School System
Superintendent
Supervisors
Site Coordinator

all students in kindergarten through grade twelve will be participating in career awareness, exploration, and preparation activities. Articulation between the high schools, vocational-technical schools, and the university will also be accomplished to insure all exiting students either: (a) a job, (b) a post-secondary occupational program, or (c) a baccalaureate degree. Table 2 illustrates the project schools with the numbers of students from each school.

The project is composed of six separate components. These components are: Guidance and Counseling, Career Achievement Skills, Elementary Career Awareness, Junior High Orientation/Exploration, Senior High - Post-High Job Preparation, and Placement.

Guidance and Counseling Component

A student needs career achievement skills that will equip him to deal effectively with all of his experiences. These skills consist of:

Intrapersonal Skills: Skills that will enable the student to explore his own personal world, to understand who he is and to act so as to develop his personal human resources, to increase self-awareness and self-expression

Interpersonal Skills: Skills that will enable the student to relate effectively, to live effectively with others, to help others achieve career success

Problem Solving Skills: Skills that will enable the student to make decisions effectively, for himself and for those he helps

Program Development Skills: Skills that will enable the student to develop a sequence of steps to follow that will lead him or someone he is helping to a specific goal

In order to train these students in these skills, Northwestern State University personnel and Natchitoches Parish personnel (forty teachers and thirteen administrators) were trained in an in-service training. This core of trained personnel, during the fall of 1973 and spring and summer of 1974, then helped train other teachers, counselors, and administrators. Outside consultants were called in for the original in-service from other Louisiana projects, as well as nationally known educators.

During the original in-service (August 6-25), over forty teachers and administrators were trained. In addition, still another one hundred and five elementary teachers and administrators were trained during the fall and spring semesters. Another session is planned for June 3-21, 1974, for all remaining elementary teachers.

TABLE 2
PILOT SCHOOLS WITH POPULATION DATA

NAME OF SCHOOL	GRADE SERVED	NO. OF STUDENTS	NO. OF TEACHERS	NO. OF COUNSELORS	NO. OF PARA-PROFESSIONALS
Urban					
Parks Elementary School	K-6	557	24	0	9
Northwestern Jr. High School	8	307	15	0	4
Natchitoches Central High School	9-12	1249	69	2	4
Rural					
Campti Elementary School	K-6	285	13.5	0	11
Campti High School	7-12	236	17.5	½	1
Rural					
St. Matthew High School	K-12	443	29	½	9
TOTALS	K-12	3077	168	3	38

*For further detailed information, refer to the Third Party Evaluator's Report.

There was another ongoing in-service training program designed for teachers and administrators for grades seven through twelve. On October 29, 30, and 31 and November 1, an initial parish-wide in-service was held to acquaint the personnel with career education. A follow-up in-service was held on February 11, 13, and 14.

Career Achievement Skills Component

Once all elementary teachers and counselors were trained, they began training the students in the career achievement skills. In the fall of 1973, forty-one elementary teachers from the original core began teaching these skills. To develop activities for growth in intrapersonal relationships, teachers used activities such as role playing, writing open-end stories, creative writing about one's self and talking about people you have trouble being or playing with.

To develop students' interpersonal relationship, teachers used activities such as group sessions, group work, developing career education pictorial books, discussions on sharing and cooperation, then allowing groups to write essays on sharing and cooperation.

To develop problem solving skills, teachers used activities such as open-end stories, buying on a budget, selecting role playing occupations, creating situations with multiple answers, and mock interviews.

Elementary Career Awareness Component

This component is designed to increase the career awareness of elementary school students in terms of the broad range of opportunities open to them in the world of work. Through the in-service training, teachers and administrators will have the knowledge to refocus elementary subjects around the career development theme.

To develop awareness of the world of work, teachers used activities such as occupation riddles and games, drawing or cutting out pictures of family occupations, dramatizations, field trips, resource speakers, drawing pictures of themselves working, writing short essays on "What I Want to Be," singing songs about workers, discussing work and play, and listing jobs for each of the career clusters.

Junior High Orientation/Exploration Component

This component provides career orientation and meaningful exploratory experiences for students. University in-service training prepared junior high school teachers, principals, and counselors for refocusing selected junior high subjects around the career development theme. Programs have been established in the industrial arts curriculum project and exploratory home economics in the area of services. To accomplish this, programs were established in each of the pilot junior high levels. During the 1973-74 school year, 210 students at the urban junior high and fifty-eight students at the rural pilot junior high level completed the IACP course. Also during the 1973-74 school year, 152 students at the urban and sixty at the rural pilot schools completed an exploratory home economics program in the area of services.

Senior and Post-High Job Preparation Component

This component for students in grades ten through twelve was designed to provide job preparation in a wide variety of occupational areas with emphasis on work experiences. These work experiences are made available through the expansion of the interest-based curriculum offerings in which real life work experiences are related to academic programs. Interest-based curricula had already been available in building trades and power mechanics. This is a cooperative effort utilizing English, math, and science teachers. During the 1973-74 school year, an additional interest-based curriculum was developed in house care services. This curriculum will be implemented in the fall of 1974. Future plans call for developing curricula in food management and child care.

The post-high school program for students who complete their high school education in area high schools, as well as drop out of the school system, can gain skills necessary for successful employment through programs in auto mechanics, accounting and business machines, business administration, secretarial, typist-clerk, electrical appliance repair, electricity, jewelry crafts, machine shop, office machine repair, practical nursing, pre-vocational refrigeration and air conditioning, vocational drafting, watchmaking, welding, cosmotology, upholstery, and meat cutting. These courses are offered at Natchitoches Trade School and Central Area Trade School. In addition to vocational school offerings, students interested in associate degrees can take accounting, drafting, electronic technology, farrier technology, library technology, livestock technology, merchandising, metals technology, nursing, plant science technology, printing technology, secretarial administration, teachers aide courses, veterinary technology, and woodworking technology at Northwestern State University.

Placement Component

The placement component of this project is a diverse, demanding, and complex task. The number of activities that are involved in placement are manifold. Placement per se means the assisting of students at any level into educational or job environments that seem most compatible with the student's ability, interest, and ambition. For graduating high school students, this means assisting them in entry into college, trade school, or the world of work. It is the intent of the program to: (a) create bridges between school and earning a living, (b) promote cooperation between public education and manpower agencies, and (c) broaden occupational aspirations and opportunities for youth.

Placement cannot be separated from guidance and counseling. Group and individual counseling was utilized in placement. One of the first functions of the placement officer was to visit each of the high schools in the project and to talk with the students in a group. At this time a student information card was obtained from each senior. This card indicated the student's tentative post-high school plans - college, trade school, or other (work, military, marriage, etc.). The results of this survey indicated that forty percent of the seniors planned to enter college, seventeen percent planned to enter trade school, and forty-three percent had other plans.

After the first group visits were made, a second group session in each high school was initiated. This second meeting consisted of a representative from the local trade school, the local Office of Employment Security, and the project placement officer, each making a twenty minute presentation. Each representative told the students of the various functions, opportunities, and assistance offered by their respective offices. The colleges and military services made presentations at various times throughout the school year to explain their programs.

In two of the high schools "Career Days" were held. These consisted of representatives from industry, military, colleges, and trade schools making group presentations to the entire student body, followed by individual conferences with students expressing further interest in a particular area. At one school, the head of every department of the local university was present to meet with students interested in a particular university academic area.

Early in the project, a meeting was held with all of the school counselors, librarians, and senior sponsors. The purpose of the meeting was to inform these key people about the career education project - its needs, purposes, and goals - and specifically about the placement service. A follow-up study was also planned at this meeting. The follow-up study would consist of the whereabouts and activities of the high school graduates from the last three years (1971-1973). This information would be used as a basis by which to gauge the success of the placement program.

Another topic discussed at this counselors' meeting was a Career Education Bulletin Board for each school. These bulletin boards would contain a section devoted to available jobs, college material, and trade school information.

The availability of various audio-visual materials was brought to the counselors' attention. Many of these audio-visuals were directly related to career education and placement, and all were indirectly related.

Probably the most demanding activity of placement was the finding of job openings for students desiring to go directly to work. Natchitoches Parish has an unemployment rate of approximately 16.6 percent. This figure is more than three times higher than the national average. Approximately thirty-eight percent of the parish's population have a family income below the poverty level. The average per-capita income of families in this parish is approximately $2,300. Finding job openings in an area such as this is extremely difficult.

A list of all businesses in the area was obtained from the Chamber of Commerce. This list was given to teachers in the high schools. They then assigned students to call ten businesses each to inform them of the placement service and to obtain possible job openings. A brief presentation was also made to the Board of Directors of the Chamber of Commerce to inform them of the career education program and the placement service.

Four fifteen minute radio programs were aired locally at which time career education and placement services were brought before public attention. A number of newspaper articles were used to assist placement.

Close coordination with the local Employment Security Office and the Natchitoches Area Action Association has resulted in approximately seventy additional job openings. The major portion of these openings are in industries outside of this parish. It was discovered that very few good jobs with advancement potential exist in Natchitoches Parish for high school-aged workers. However, approximately 200 part-time, summer, and full-time jobs were filled.

Group and individual sessions were held to inform the students of various job openings. In some cases, the actual personnel managers from companies would speak to a group concerning their companies' needs and opportunities.

For every senior that applied for a job, an evaluation sheet was made. This evaluation consisted of two teachers evaluating each student on such traits as appearance, poise, alertness, interest, etc. This evaluation was done in order to screen the applicants before recommending them to an employer. It was felt that the future success of the placement service depended upon the quality of the workers recommended.

Some other functions of the placement service included the selection and administration of tests to help the students evaluate themselves and the program, exploration of financial assistance for further training, and actual job placement activities.

The overall effect of career education and the placement component is hard to determine at this point. Will students educated since the initiation of career education fare better in the world of work than those educated prior to its inception? The answer to this question will be several years in coming. One ray of hope is the comment made by a graduating senior. She stated, "I regret that career education as we now know it arrived too late to help me choose a career."

Staffing

The project staff consists of a Site Coordinator, an Elementary Guidance Coordinator, a Research and Placement Officer, and a Home Service Pre-Vocational Instructor. The Site Coordinator and the Elementary Guidance Coordinator were employed and began work on August 6, 1973. The other staff members were employed and began work on August 15, 1973. After their selection, the staff members were encouraged to survey any literature which would help them in the administration and organization of the Exemplary Program. John Vandersypen, the Site Coordinator, and Frank Lollar, the Research and Placement officer, attended a two day regional conference in Dallas, Texas on September 13 and 14, 1973. On August 6, John Vandersypen and the Elementary Guidance Coordinator, Mrs. Winderlean Lewis, attended a State Career Education Conference held in Baton Rouge. These orientation conferences proved to be very helpful in the administration and organization of the Exemplary Program.

All project staff members worked closely with ongoing activities during the project year. Attending in-service training sessions with teachers helped to develop a good working relationship. Meeting and discussing problems with consultants also helped to improve the career education program. The project staff saw early a need for visits to other projects to see how they implemented the career education concept. Visits were made to Cobb County, Georgia, Magnolia, Arkansas, Sand Springs, Oklahoma, and others. Natchitoches Parish also had visitors from Orleans Parish, Louisiana State University, East Baton Rouge Parish, Northwestern State University, Ouachita Parish, as well as others who also helped in implementing career education into the Natchitoches Parish Exemplary Program.

Materials Used

In August of 1973, the project teachers developed a selected career education resource list. The purposes of the list were to: (1) identify specific career education resource materials, (2) list noteworthy activities, and (3) identify career job clusters with specific sample illustrations. Some of the items listed were already in the pilot schools. Other materials that project teachers felt would aid in infusing career education were evaluated and purchased. A list of resource materials, activities, and career clusters may be found in Appendix J.

V. RESULTS AND ACCOMPLISHMENTS

In such a short period of time, it is difficult to analyze the results and accomplishments of a career education program. However, several effects have been apparent to the project staff and others.

Probably the most impressive accomplishment of the Exemplary Program for Career Education has been the overwhelming interest and enthusiasm shown by parents and community in support of the career education concept. Over five hundred businesses were surveyed for possible resource speakers and for study trip sites. (Appendix E) To survey the occupations of the parents and to measure their willingness to contribute to the career education program, a questionnaire was developed and sent to over five thousand families. (Appendix C) The response to these surveys was amazing. Subsequent to the tabulation of these surveys, a resource guide was developed and copies were made readily available to each teacher in Natchitoches Parish. (Appendix F)

The implementation process of the program was aided by the dissemination of information about the Natchitoches Parish Career Education Program. Initially, talks were made to many civic and parent groups. Local newspapers have been used extensively for informing the community about the career education program. Four fifteen minute radio shows, as well as television newscoverage, have helped in increasing interest among the community members. Numerous newspaper articles and radio spots have been used to inform the public of the placement component of the project. To inform other teachers, students, and others of what was being done in the classroom, a newsletter was established under the auspices of the Career Education Advisory Council. (Appendix G)

Almost immediately after the start of the project, the first phase of the in-service training began. (Appendix H) From August 6 through August 24, 1973, forty elementary teachers and eleven administrators attended an intensive in-service training at Northwestern State University. The next fall semester, forty additional teachers and administrators attended the second phase of the university in-service. Also taking place in October, 1973, was an in-service training session for all project teachers, grades seven through twelve. A follow-up in-service was held on February 11, 13, and 14 for the same secondary teachers to help motivate them in the infusion of career education. During the spring semester at Northwestern State University, another sixty-five elementary teachers attended an intensive in-service training. More than ninety-five percent of the elementary project teachers have completed intensive in-service training at Northwestern State University and are implementing career education. In addition, two other in-service sessions are planned, one to complete the first years's elementary in-service and the other to initiate intensive in-service for secondary teachers in August of 1974.

During the intensive in-service training sessions held for elementary teachers, it was apparent that an organized scope and sequence for kindergarten through grade six was needed. The task of developing a workable scope and sequence was assigned to the participating elementary teachers. After teaching most of the 1973-74 school year, pilot school teachers and project staff organized a scope and sequence arranged according to grades. The clusters are based upon the developmental concept that pupils from kindergarten through grade six would experience awareness activities from each of the fifteen career clusters twice, once during the awareness stage, and again in greater depth during the motivational stage. All project teachers were then given the completed booklet of suggested career clusters. Further study will be made to see if the suggested scope and sequence is used and if it seems effective to the classroom teachers. (Appendix L)

In the first week of September, writing teams were organized to develop the curriculum guides for the interest-based curriculum in the area of services. These guides were developed during the 1973-74 project year for implementation in the fall of 1974.

Also, the distribution of the curriculum guides produced by the Louisiana State Department of Education proved to be useful in helping teachers implement career education. These guides were developed in all subject areas of kindergarten through high school. In addition, during all in-service training sessions, teachers were shown many commercially produced materials to aid them in selecting appropriate instructional materials. Teachers then made recommendations on purchases of materials through the Exemplary Program.

In involving the community in the Exemplary Program, the first step was to establish an Advisory Council composed of students, parents, teachers, administrators, counselors, representatives from area vocational schools, university representatives, and representatives of business, industry, and labor. The Council made many recommendations on aiding the career education effort. Some of the suggestions were resource guides from parents and businessmen, establishment of a newsletter, and initiating community involvement.

Another accomplishment of the Exemplary Program has been the curriculum change at the junior high school level. Five programs of the Industrial Arts Curriculum Project have been established in the pilot schools. In addition, an exploratory program in home economics services has been established at each junior high school level of the pilot schools. Career education curriculum change is also visible in the other subject matter areas, such as math, science, English, social studies, physical education, and special education.

Many accomplishments are also being made at the senior high school level. During the 1973-74 school year, writing teams completed an interest-based curriculum in the house care services. All seniors have been counseled in groups or individually at least twice. Both junior and senior high pilot schools have had representatives from trade schools and colleges, as well as Employment Security speak to them about future employment or further education. Pilot schools also had a Career Day.

As a result of the Exemplary Program, a placement office was established. This office proved very successful in making students aware of the job opportunities available. All project students had contact with our placement office. Students were asked to complete a student information card with information necessary for the placement officer to help them find employment or place them in further education. The results of this survey indicated that forty percent of the seniors planned to enter college, seventeen percent planned to enter trade school, and forty-three percent had other plans.

In summary, it was noted that the Exemplary Program has made many steps toward a comprehensive career education program. Only additional time will tell how effective the total career education effort has been. But with the continued committment from all segments of the community as a whole, the Exemplary Career Education Program will experience success. The visible results of all of the efforts are that teachers and administrators are becoming more dedicated to the concept of career education, the community is lending its support in several areas, and most important, the students are receiving the benefits.

VI. EVALUATION OF THE PROGRAM

The evaluation of the Exemplary Program for Career Education is an unremitting process. Project staff have attempted to assess the extent to which the objectives of the Exemplary Program have been met, as well as possible reasons for not meeting these objectives. Much effort has been made by the project staff to insure that the component intent was accomplished.

The research and placement officer was concerned with the research, development, administration, scoring, and interpretation of test results for evaluation purposes, as well as for instructional purposes.

At the kindergarten through grade three level, the Picture Identification Test (see Appendix N) was used to measure the students' ability to recognize jobs from the pictures of workers. At the fourth through sixth grade level, a Job Relatedness Test was given to measure the degree of relationship that students could discern between school subjects and jobs. For kindergarten through grade six, the Coopersmith Self-Esteem Inventory was used to measure the child's attitude toward himself and others. Grades seven through twelve were evaluated via the Career Maturity Inventory. The Career Maturity Inventory is a two hour test that is a learning experience, as well as an evaluation instrument.

The third party evaluation is the contracted responsibility of the Louisiana State Department of Education. Appendix N of this report contains the third party evaluation report.

VII. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR THE FUTURE

The Exemplary Program for Career Education is Natchitoches Parish's first attempt at a kindergarten through grade fourteen comprehensive approach toward career education. In a short period of time, participating administrators, teachers, students, and community members have shown how much can be accomplished with teamwork, interest, and enthusiasm. The overall general attitude toward career education is very positive, indicating to project staff the expansion to additional pilot schools will be easier.

The following are specific conclusions and recommendations for the Exemplary Program for Career Education.

CONCLUSIONS

(1) The key to a successful career education program is the development of the professional staff. Intensive university in-service training has proven more successful than numerous brief in-service sessions.

(2) Total committment is necessary from all levels of the educational system. Everyone, from the School Board to teacher aides, must be totally involved and keep the channels of communication open and flowing in both ways.

(3) The pilot school approach has proven most successful in implementing a career education program. It is most effective to start small and expand. The trained core has been successful in orienting future pilot schools.

(4) Career education depends upon community involvement. Although the project has had much involvement, there are still many ways of increasing community support.

(5) To eliminate overlapping and unnecessary repetition, a scope and sequence was developed by project participants and has proven to be successful.

(6) The program was more effective at some levels than at others. The project was more effective at the elementary level than at the middle or secondary level, mainly because the most intensive workshops were available to elementary teachers.

(7) The success of a career education program depends largely upon the availability of materials and resources.

(8) There is a need for additional counselors trained in career education at all levels.

(9) Involvement of the parents on a large scale as volunteer resource people and supporters of career education has added to the success of the career education program.

RECOMMENDATIONS

(1) In-service training sessions should be a continuous activity in order to motivate teachers and to encourage positive attitudes. The in-service sessions would be used to introduce newly developed materials and resources.

(2) Dissemination activities should continue and expand in order to educate the community, and thereby initiate more community involvement.

(3) There should be a concerted effort to involve teachers, and therefore students, at the secondary level more fully in career education. This can be accomplished in part by making intensive in-service training available, especially for those involved in the academic area.

(4) The development and acquisition of curriculum and resource materials must be encouraged. Particular attention should be paid to materials suitable for the secondary level, since there is a scarcity of materials available for this level.

(5) Counselors at all levels need to be trained in career education skills.

APPENDIX A

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APPENDIX B

DISSEMINATION ACTIVITIES

APPENDIX B
AN EXEMPLARY PROGRAM FOR CAREER EDUCATION
NATCHITOCHES PARISH

DISSEMINATION ACTIVITIES	PRESENTED TO/FOR	BY	DATE
Newspaper Article: "Career Education Workshop is Conducted at Northwestern"	Alexandria Daily Town Talk	Editor	8-24-73
Curriculum Guide: Career Education in Elementary Schools	Natchitoches Parish Teachers and Administrators	Project Teachers	8-24-73
Newspaper Article: "Area Teachers Attend Career Education Shop"	Natchitoches Times	Editor	8-25-73
Presentation: Description of Exemplary Program	Citizens for Better Schools	John Vandersypen	9-11-73
Newspaper Article: "Bullock Explains Policies of Board"	Natchitoches Times	Editor	9-16-73
Presentation: Description of Exemplary Program	Campti High School Parents' Night	John Vandersypen	9-20-73
Newspaper Article: "Career Education Class"	Natchitoches Times	Julia McClain	10-04-73

DISSEMINATION ACTIVITIES	PRESENTED TO/FOR	BY	DATE
Presentation: Infusion of Career Education Into the Curriculum	Northwestern State University Phi Delta Kappa	John Vandersypen	10-05-73
Newspaper Article: "Class Visits Station"	Natchitoches Times	Marguerite Matthews	10-14-73
Newspaper Article: "Workshop is Being Held On Career Education"	Natchitoches Times	Editor	10-21-73
Presentation: Description of Exemplary Program	Campti Elementary School Parents' Night	John Vandersypen	10-29-73
Newspaper Article: "Community Helpers"	Natchitoches Times	Quincy Ropp	11-01-73
Presentation: What Career Education Means to You	Administrator Clubs Natchitoches Parish	John Vandersypen	11-05-73
Newspaper Article: "Week Named By Jury Head"	Natchitoches Times	Winderlean Lewis	11-08-73
Newspaper Article: "Happy Careers Are Stressed"	Natchitoches Times	Winderlean Lewis	11-11-73
Presentation: Involvement in Career Education	Natchitoches Parish Teacher's Association & Natchitoches Parish Education Association	John Vandersypen Frank Lollar Winderlean Lewis	11-13-73
Radio Spot: Question & Answer About Career Education	KNOC AM Radio KDBH FM Radio	John Vandersypen	11-15-73

DISSEMINATION ACTIVITIES	PRESENTED TO/FOR	BY	DATE
Newspaper Article: "Career Education"	Natchitoches Times	Levi Thompson	12-23-73
Newspaper Article: "Career Education Program Affects Many Students"	Natchitoches Times	John Vandersypen	12-23-73
Newspaper Article: "Creating Autumn Tree"	Natchitoches Times	Sister Agnes Zotz	1-10-74
Newspaper Article: "Civics Project"	Natchitoches Times	Thomas E. Roque	1-10-74
Newspaper Article: "Improving the Quality of Education"	Natchitoches Times	Editor	1-17-74
Newspaper Article: "Trip Made By Class To Plant"	Natchitoches Times	Julia McClain	1-17-74
Newspaper Article: "Business Students Busy"	Natchitoches Times	Barbara Bruning	1-17-74
Developed Advisory Council Booklet	Career Education Advisory Council	John Vandersypen Frank Lollar Winderlean Lewis	1-22-74
Newspaper Article: "Mrs. Jacob Gives Talk for Class"	Natchitoches Times	Julia McClain	1-24-74
Newspaper Article: "Study of Construction"	Natchitoches Times	Ceil Sullivan	1-24-74

DISSEMINATION ACTIVITIES	PRESENTED TO/FOR	BY	DATE
Presentation: Description of Exemplary Program	Employment Security Employees	Frank Lollar	1-25-74
Presentation: Description of Exemplary Program	Local Trade School Counselors	Frank Lollar John Vandersypen	1-25-74
Newspaper Article: "School Administrators Enrolled in NSU Course"	*Natchitoches Times*	Dwayne Gilbert	1-25-74
Presentation: What Counselors and Librarians Can Do in Career Education	Parish Counselors and Librarians	John Vandersypen Frank Lollar Winderlean Lewis	1-30-74
Newspaper Article: "Careers Studied By Class	*Natchitoches Times*	Julia McClain	1-31-74
Newspaper Article: "Woodworking Tools"	*Natchitoches Times*	Pearlie Franklin	1-31-74
Newspaper Article: "Career Education"	*Natchitoches Times*	John Vandersypen	1-31-74
Presentation: The Future of Career Education at Fairview Alpha	Fairview Alpha Faculty, Staff, and Interested Parents	John Vandersypen Adeline Mims Nelwyn Poole	2-11-74
Presentation: The Role of the Junior High in Career Education	Northwestern Junior High School	John Vandersypen	2-12-74
Presentation: What Is Career Education?	Provencal Teachers and Parents	John Vandersypen	2-14-74

DISSEMINATION ACTIVITIES	PRESENTED TO/FOR	BY	DATE
Newsletter: Teachers' Articles	Parish-Wide	N/A	2-15-74
Presentation: Natchitoches Jaycees	Jaycees General Meeting	John Vandersypen	2-20-74
Newspaper Article: "Guest Speaker at NCHS"	Natchitoches Times	Catherine Bienvenu	2-21-74
Newspaper Article: "Conduct Career Education Program	Natchitoches Times	Catherine Bienvenu	2-21-74
Presentation: Career Education	Rotary Club	Levi Thompson	2-26-74
Presentation: Career Education In-Service Evaluation and Placement	Natchitoches Parish Teachers and Supervisors	John Vandersypen Frank Lollar	2-26-74
Presentation: Career Education in Natchitoches Parish	State-Wide College Teachers' Meeting at Northwestern State University	John Vandersypen	2-28-74
Television Coverage of the Career Education Program in Natchitoches Parish	KTBS Channel 3 Shreveport, Louisiana	N/A	2-28-74
Presentation: Natchitoches Chamber of Commerce	Executive Committee of Chamber of Commerce	John Vandersypen Frank Lollar	2-31-74
Presentation: Natchitoches Parish Career Education	Lions Club	Levi Thompson	3-06-74

DISSEMINATION ACTIVITIES	PRESENTED TO/FOR	BY	DATE
Northwestern Junior High School Style Presentation	Parents and Students	Julia McClain	3-08-74
Newspaper Article: "NSU Furthers Plan of Career Education"	Current Sauce	Editor	3-08-74
Presentation: Career Education	Northwestern State University, Mrs. Christiansen, Dr. Clinton	Levi Thompson Staff	3-09-74
Presentation: What Career Education Means To Me	Parents & Administrators	Teachers & Students	3-14-74
Visitation: St. Matthew's Elementary Career Education	Superintendent, Asst. Supt., Administrators, School Board Members, Project Staff	Sister Agnes Zotz Gloria M. Hewlett	3-16-74
Radio Spot: Question & Answer Session	KDBH FM KNOC AM 15 minutes	John Vandersypen Frank Lollar Winderlean Lewis	3-19-74
Newsletter: Teachers' Articles	Parish-Wide	N/A	3-19-74
Newspaper Article: "School Board to Open Job Placement Office"	Natchitoches Times	Frank Lollar	3-19-74
Newspaper Article: "Resource Speakers Sought"	Natchitoches Times	Winderlean Lewis	3-21-74
Newspaper Article: "Provencal FHA Hears Lollar"	Provencal Future Homemakers of America	Anita McGee	3-21-74

DISSEMINATION ACTIVITIES	PRESENTED TO/FOR	BY	DATE
Newspaper Article: "Coed Learns Mechanics"	Natchitoches Times	Hunter C. Barbo	3-24-74
Newspaper Article: "Styles Hair and Visits Trade School"	Natchitoches Times	Gloria Hewlett	3-24-74
Presentation: Career Education in Natchitoches Parish	Career Education Roundup at Southern University	Levi Thompson	4-04-74
Booklet: Resource Guide	Teachers, Principals, & Administrators in Natchitoches Parish	Winderlean Lewis	4-17-74
Presentation: The Exemplary Program in Natchitoches Parish	Central District Supervisors, Natchitoches Central High School	John Vandersypen Frank Lollar	4-18-74
Visitation: Natchitoches Parish High School Seniors	Cities Service of Lake Charles	John Vandersypen Frank Lollar	5-07-74
Presentation: Thank You for a Good Year	Administrator Club Natchitoches Parish	John Vandersypen Frank Lollar	5-07-74
Visitation: Natchitoches Central High School	Offshore Logistics of Lafayette	John Vandersypen Frank Lollar	5-17-74
Booklet: Scope and Sequence Guide	Elementary Teachers and Administrators in Parish	Winderlean Lewis	5-17-74

DISSEMINATION ACTIVITIES	PRESENTED TO/FOR	BY	DATE
Visitation: Natchitoches Central High School	College Professors, Phillip Hasen, Arthur Hoover	John Vandersypen	5-20-74
Visitation: Natchitoches Parish Pilot Schools	Two Visitors from New Orleans Public Schools	John Vandersypen Winderlean Lewis	5-21-74
Presentation: Accomplishments of the Natchitoches Parish Exemplary Program	Natchitoches Parish School Board	John Vandersypen	6-20-74

APPENDIX C

RESOURCE FILE QUESTIONNAIRE

APPENDIX C
NATCHITOCHES PARISH SCHOOLS
CAREER EDUCATION PROGRAM

RESOURCE FILE QUESTIONNAIRE

The Natchitoches Parish School System is involved in a Career Education Program. This program is designed to:

(1) introduce the students to career awareness and opportunities within the community.

(2) illustrate the interdependence of school subjects to each other.

Your response to the following questionnaire would be especially helpful in making program activities successful.

STUDENT'S NAME____________________ SCHOOL____________________

TEACHER'S NAME____________________ GRADE LEVEL____________________

FATHER'S NAME____________________ MOTHER'S NAME____________________

HOME ADDRESS____________________ HOME PHONE____________________

FATHER'S WORK ADDRESS____________________ WORK PHONE____________________

MOTHER'S WORK ADDRESS____________________ WORK PHONE____________________

1. Name and Brief Description of Father's Occupation:

   ____

2. Name and Brief Description of Mother's Occupation:

   ____

3. Would you be willing to come to the school as a Resource Person to explain some of the duties and responsibilities of your occupation?

   Father: Yes_____ No_____ Mother: Yes_____ No_____

4. Do you have slides, films, or collections that you would share and discuss with students? Father: Yes_____ No_____
   Mother: Yes_____ No_____

   SUBJECT____

5. Can you arrange visits for students where you work?

   Father: Yes_____ No_____ Mother: Yes_____ No_____

6. Will you be available to assist students and teachers on a study trip?
   Father: Yes_____ No_____ Mother: Yes_____ No_____
   If so, please give possible dates and hours:____________________

   ____

APPENDIX D

PARTIAL LIST OF STUDY TRIPS, 1973-74

APPENDIX D
PARTIAL LIST OF STUDY TRIPS, 1973-74

In selecting a place to visit, most teachers committed themselves to the concept of infusing the visit with one of the fifteen Career Clusters that related to the unit being taught.

- Airport
- Park
- Zoo
- Cotton Gins
- Fish Hatchery
- Carbonated Beverage Bottling Plant
- Drugstore
- Doughnut Shop
- Farmer's Market
- Grocery Stores
- Barber Shop
- Book Exhibit
- Dairy Farm
- Veterinary
- Clothing Stores
- Natchitoches Times Newspaper Office
- Radio Station
- Printing Offices
- Dentist Office
- Hamburger Places
- Louisiana Outdoor Drama Association
- Northwestern State University:
  - Campus
  - Cafeteria
  - Coliseum
  - Library
  - Experimental Lab School
  - Teacher Ed. Bldg.
- Pecan Grove
- Mobil Homes
- Construction Sites
- Farm (Pumpkin)
- Bank
- Housing Project
- Garage
- Lumberyard
- Trade Schools
- Nature Walks
- Concerts (NSU)
- Florist Shops
- Bakery
- Computer Center & Data Processing
- Food Locker Plant
- Public Health Unit
- Courthouse
- Public Library
- Fire Department
- Public Welfare Department
- Street & Sanitation Dept.
- Mayor's Office
- Power Plant
- Water Treatment Plant
- Tax Assessor's Office
- Sheriff's Department
- School Board Office
- Police Station
- Train Station
- Long Leaf Vista
- Vocational Curriculum Development & Research Center
- Courtroom & Judge's Office
- U.S. Post Office
- Satellite Kitchen
- Kisatchie Forest
- Hardware Stores
- Schools (special programs)

PARTIAL LIST OF RESOURCE SPEAKERS

In selecting a resource speaker, most teachers committed themselves to the concept of infusing the speaker's subject matter with one of the fifteen Career Clusters that related to the unit being taught.

Carpenter

Secretary

Banker

Water Treatment Plant Representative

Industrial Education Teacher

South Central Bell Telephone Company Representative

Bus Driver

Doctor (Medical)

Nurse (RN)

Street & Sanitation Dept. Representative

Sheriff

Pharmacist

Northwestern State University Teachers

Policeman

Nutritionist

Parents

Minister

Post Office Representative

Parent Group

Band Instructor

Natchez Service Center Represent.

Cafeteria Worker

Librarian

Music Teacher

School Counselor

Principal

Grocery Store Owner

Yardman

Employment Counselor

Cosmetic Saleslady

Farmer

Mechanic

Nursery Worker (Greenhouse)

Custodian

Speech Therapist

Teacher's Aide

Louisiana Forestry Representative

Truck Driver

Clothing Store Mgr.

Welder

Retired Military Representative

Social Worker

TV Technician

Industry Representative

Retail Merchant

Machine Operator

Home Managers

Construction Worker

Seamstress

Wildlife & Fisheries Representative

Home Demonstration Agent

Hair Stylist

Cattle Farmer

Brick Mason

Auto Salesman

Sales Clerk

Restaurant Owner

Offshore Worker

Physical Education Teacher

Photographer

APPENDIX E

BUSINESS AND INDUSTRY RESOURCE SURVEY

APPENDIX E

CAREER EDUCATION, PART D
NATCHITOCHES PARISH SCHOOL BOARD
P.O. BOX 16
NATCHITOCHES, LOUISIANA 71457

Dear Sir:

The Career Education staff of the Natchitoches Parish School Board is in the process of compiling a Community Resource Guide for the schools of Natchitoches Parish.

The purposes of this guide are:

(1) to help teachers and students in selecting study trips.
(2) to help teachers and students in the selection of resource persons.
(3) to promote a better community-school relationship.

Please complete the enclosed survey and return it by June 15, 1974.

Thank you kindly for your continued support.

Sincerely,

John Vandersypen
John Vandersypen
Site Coordinator

Winderlean Lewis
Guidance and Counseling

Frank H Lollar
Frank Lollar
Research and Placement

/mm

encls.

BUSINESS AND INDUSTRY
CAREER EDUCATION
RESOURCE SURVEY

Name of Company ______________________________ Phone __________

Address ______________________________ Zip Code __________

Person In Charge ____________________ Title ____________________

Does someone from your company make talks to public schools? Yes ____ No ____

Who? ____________________ Title ____________ Phone __________

Does your company allow groups of students to visit its premises? Yes __ No __

How far in advance should the company be notified? ____________________

How many students can the company accomodate at one time? ______________

Preferred grade level or levels ____________ Length of Tour ______________

Please indicate convenient time for scheduling tours. ____________________

____

Do you have any films, slides, filmstrips, maps or charts? ______________

Subject: ____

Do you have any free or inexpensive materials available? Yes ______ No ______

Major Product or Service of Your Company: ____________________________

____

Please list types of jobs in your business.

____

____

____

____

COMMENTS:

APPENDIX F

SAMPLE LIST FROM RESOURCE GUIDE

NORTHWESTERN JR. HIGH

(3) Would you be willing to come to the school as a Resource Person to explain some of the duties and responsibilities of your occupation?

	NAME	WORK AREA	WORK PHONE	HOME PHONE
1.	Mrs. Varne Mae Roberson	Babysitter	352-4675	352-4820
2.	Dr. Colleen Nelken	NSU	357-5126	352-8397
3.	Mr. & Mrs. Leslie Dunn	Manager Teller	352-8251 352-8141	352-8916 352-8141
4.	Mrs. Lois Rachal	Broadmoor Salesman	352-4435	352-2444
5.	Mr. Robert Rigwood	Wilmar Plywood	352-8206 352-8206	352-3461
6.	Mr. Claude Bedgood	Placid Oil Co.	875-2737	352-5774
7.	Mr. Woodrow Cox	T.J. Foshee Electric	352-3517	352-3703
8.	Mr. Joseph Dupree	Speech Therapist	352-3517	352-3703
9.	Mr. Lee Barrett	Master Level Student in Clinical Psychology		357-0649
10.	Mrs. Betty Flanagan	Home Manager	357-0196	357-0196
11.	Mrs. Edith Garzia	Council on Aging-Helps	352-8490	352-3785
12.	Mrs. Delores Benjamin	Broadmoor Shopping Center	352-5749	352-3785
13.	Mrs. Willie Lee Pierson	Home Manager	352-6625	352-6625
14.	Mr. Kenneth Shaw	East Natch. Principal	352-4516	352-3878
15.	Mr. & Mrs. James Robinson	NSU		
16.	Mrs. Anne Mae Murphy			
17.	Mr. Sam Prosha			352-3077
18.	Mrs. Era Beasley	New Court House	352-4430	352-8009
19.	Mr. & Mrs. F.A. Vercher	Highway Dept.	352-8121	352-8303

ORTHWESTERN JR. HIGH

	NAME	WORK AREA	WORK PHONE	HOME PHONE
20.	Dr. Millard Bienvenu	NSU	357-5902	352-5313
21.	Col. (Ret.) Ruffin Gray.	Natch. Redevelop Agency	352-3683	352-9930
22.	Mr. Joe Mitcham	Retired		352-8459
23.	Mr. Z.T. Perot	Bill Lowery	352-2338	
24.	Mr. Floyd Antley Sr.	South Central Bell	352-6414	352-4554 352-8071
25.	Mr. & Mrs. Woodrow Garsee	Cane River Rd.	352-9697	352-9697
26.	Mr. John Below Sr.	Manager of Farmers Mkt.	352-4019	352-5257
27.	Mr. & Mrs. Oscar Delrie Jr.	City of Natch.		352-4006
28.	Mrs. Louis Pardee	Waitress	352-4667	352-4877
29.	Mr. & Mrs. Joe Dumars Jr.	Truck Driver Janitor	35	352-3648
30.	Mr. & Mrs. A.C. Calhoun	Truck Driver Home Manager	352-8786	352-8786 352-8786
31.	Mr. & Mrs. Nora Listach Jr.	Teachers	352-6739 352-2211	352-5537 352-5537
32.	Mr. Victor Coutee	Public Works	352-8774	
33.	Mr. James Coco	Funeral Home	352-3616	352-5184
34.	Mrs. Idell Snowden	Agriculture Extension	352-4421	352-2553
35.	Mrs. Ina Crayton			379-8603
36.	Mr. Phil Davis	Disc Jockey		352-2294
37.	Mrs. W.J. Guice	Teacher		357-8302
38.	Mrs. Mary Allen	Fashion Model	357-8613	
39.	Mr. & Mrs. Winston Ficklin			
40.	Mr. & Mrs. L.T. Lewis	Construction		352-3007
41.	Mrs. Billie Gibson	Home Manager		352-8500

NORTHWESTERN JR. HIGH

(4) Do you have slides, films or collections that you would share and discuss with students?

	NAME	SUBJECTS	WORK PHONE	HOME PHONE
1.	Col. (Ret.) Ruffin Gray	Various countries of the world and USAF	352-3686	352-9930
2.	Mr. & Mrs. Charles Green	Vacation		352-6972
3.	Mr. Floyd Antley Sr.	South Central Bell Telephone and Telegraph	352-6414	352-4554 352-4554
4.	Mr. Woodrow Garsee	Countries	352-9697	352-9697
5.	Mr. & Mrs. James Robinson			
6.	Mr. Robert Rigwood	Test plywood and grades	352-8202	352-3461
7.	Dr. Millard Bienvenu	Social Work	357-5902	352-5313
8.	Mr. James Coco	Mortuary Science	352-3616	352-5184

NORTHWESTERN JR. HIGH

(5) Can you arrange visits for students where you work?

	NAME	WORK AREA	WORK PHONE	HOME PHONE
1.	Mr. Vernon Dutile	Natchitoches Power Plant	352-3159	352-2138
2.	Mrs. O.L. Beasley	New Court House	352-4430	352-8009
3.	Mr. Z.T. Perot	Bill Lowery	352-2338	
4.	Dr. Millard Bienvenu	NSU	357-5902	352-5313
5.	Mr. John Below	Farmer's Mkt.	352-4019	352-5257
6.	Mr. Oscar Delrie, Jr.	Street Dept.		352-4056
7.	Mr. & Mrs. Noble Lodrige	Grocery Store	352-5311	357-8807
8.	Mrs. Joe Dumars, Jr.	Northwestern	357-5664	352-3648
9.	Mr. A.C. Calhoun	Truck Driver		352-8786
10.	Mr. Issac Brossett	Coco Cola	352-2349	352-2481
11.	Mr. & Mrs. Nora Listach	Clarence School NCHS	352-6739 352-2211	352-5537
12.	Mr. Victor Coutee	Public Work	352-8774	—
13.	Mr. Jerry Roberts	Ford Carpet	352-8442	
14.	Mr. James Coco	Funeral Home	352-3616	352-5184
15.	Mrs. Ruth Burnette	City Bank	352-9502	352-2487
16.	Mrs. Lawora Welch	Sherwood Homes	352-8224	352-5949
17.	Mr. Clarence Snowden	NCHS	352-4597	352-2553
18.	Mr. Floyd Antley, Sr.	South Central Bell	352-6414	352-4554
19.	Mr. & Mrs. Sam Nelken	NSU	352-8397 357-5126	352-4406
20.	Mr. & Mrs. Leslie Dunn	All State Exchange Bank	352-8251 357-8141	352-4406

NORTHWESTERN JR. HIGH

(6) Will you be available to assist students and teachers on a study trip?

NAME	WHEN AVAILABLE	WORK PHONE	HOME PHONE
1. Mr. Derest Anthony			352-5550
2. Mrs. Colleen Nelken	Arrange in advance	357-5126	352-8497
3. Mr. & Mrs. John Robinson			
4. Mr. & Mrs. Leslie Dunn	2:30-5:00	352-8251 352-8141	352-8915
5. Mrs. Lois Rachal	Wednesdays		
6. Mr. & Mrs. James Robinson			
7. Mr. & Mrs. Donald Mitchell	Anytime	352-3601	
8. Mr. Claude Bedgood	Anytime	875-2737	352-5774
9. Mrs. Jackie Cox	School Hours	352-3703	352-3703
10. Mrs. Billie Gibson	Most Anytime	352-8500	352-8500
11. Mrs. Willie Pierson		352-6625	352-6625
12. Mrs. Kenneth Shaw		352-4516	352-3878
13. Mrs. Vernon Dutile	Any Weekday	352-2138	352-3159
14. Mr. & Mrs. Woodrow Garcee	Weekends		352-9697
15. Mr. & Mrs. Noble Lodrige		352-5311	357-8807
16. Mr. W.J. Guice			357-8302
17. Mrs. Ophelia Dumars		357-5664	352-3648
18. Mrs. Odella Roberts			
19. Mr. James Coco	Arrange in Advance	352-3616	352-5184
20. Mr. Fred Bates			352-3995
21. Mr. Melvin Payton			

APPENDIX G

CAREER EDUCATION NEWSLETTERS

CAREER EDUCATION
for a brighter
tomorrow

Vol. 1 NO. 1
Natchitoches Parish Schools
W. J. Bullock Superintendent
February 1974

RESOURCE GUIDES TO BE DEVELOPED

In order to locate all possible resource speakers and field trip locations, the Natchitoches Parish Career Education Advisory Council suggested the development of questionnaires for distribution of area business, industries and parents. The Career Education Advisory Council suggested these questionnaires be distributed by interested school organizations, then collected, evaluated, classified, and analyzed by the Career Education staff. Resource guides will then be developed and placed in each school library to aid teachers in the selection of resource material.

KINDERGARTEN STUDENTS INTRODUCED TO COMMUNITY HELPERS

At North Natchitoches Elementary Peggy Sibley's kindergarten class completed a unit on community helpers. The main emphasis was on the policeman, fireman, postman, doctor, nurse, lineman, service station attendant, and house painter.

During the unit many resource persons visited the classroom. They included Officer Sam Rodrigues, Fireman Franklin Jackson Jr., Nita Brown, R.N., Mr. Freddie Harris, and Mr. Robert Carroll from South Central Bell. The class also took field trips to the Central Fire Station, the branch post office, and Brasher's Texaco Service Station.

In the classroom the students listened to stories and poems, looked at books, viewed filmstrips, produced finger plays, made hats, drew pictures, and sang songs.

SELF AWARENESS AND CAREER EDUCATION

Before a child becomes aware of the many careers available to

Published monthly under the auspices of the Natchitoches Parish Career Education Advisory Committee Mr. Bob Reese, President

him, he needs to become aware of "self" first. In Mrs. LaFern Douglas' fifth grade class at Parks Elementary there have been many self-awareness activities. Earlier in the school year the students drew self protraits, displaying their self perception.

Discussions concerning self awareness have also been held. The relationship between self-perception and identity was stressed. Individual difference was demonstrated as each student discussed how he would react to many different situations described.

CAMPTI ELEMENTARY VISITS NEW ORLEANS PHILHARMONIC ORCHESTRA AT NSU

The concert by the New Orleans Philhormonic Orchestra at Northwestern State University stimulated many units in career education at Campti Elementary.

In Mrs. Sullivan's fifth grade class, the career education topic was arts and humanities. A bulletin board was prepared which showed different musical instruments and noted the theme "Music and Arts In Our Hearts".

In preparation for the concert and to instill in the students the possibility of music as a career, Mr. Cooper's sixth grade class listened to an album on musical masterpieces by such composers as Tchackorshy, Schubert, Bizet, Grieg, and Strauss. The class discussed careers in the field of music in addition to playing in an orchestra. The point was also made that the composers were once children preparing for a career.

In Mrs. Franklin's sixth grade social studies class a program displayed the musical talent of different students who are in music.

SECOND PHASE OF PARISH WIDE IN-SERVICE TRAINING TAKES PLACE

Members of the career education staff along with parish supervisors, parish teams, and demonstration teachers from schools within the parish were involved in the second phase of the parish wide career education in-service training. One purpose of the in-service was to demonstrate to parish teachers and principals how career education could be infused into the many subject matter areas. Another purpose was to answer questions about problems encountered while infusing career education concepts into the curriculum.

The demonstration teachers are as follows: Bob Hardamon, Natchitoches Central High School; Litton Nugent, Coutierville High School; Martha Talbert, Natchitoches Central High School; Adeline Mims, St. Matthew High School; Nelwyn Poole, Campti High School; Thomas Roque, St. Matthew High School; LeAnna Williams, Allen High School; Roberta Smith, Campti High School.

NATCHITOCHES CENTRAL HIGH SCHOOL HOLDS FIRST ANNUAL CAREER EDUCATION PROGRAM

A career education program was conducted at Natchitoches Central High School under the sponsorship of the NCHS Business Department and the school's chapter of Future Business Leaders of America. FBLA members served as hosts and hostess for the program.

Featured speakers addressed an assembly of juniors and seniors in the auditorium of the school. The speakers representing Northwestern State University, the local trades schools, and the rehabilation office discussed opportunities open to the students. The students also attended interest group sessions. Resource persons from the surrounding area spoke on their special areas.

A Shreveport television station provided news coverage of the event.

ALLEN HIGH SCHOOL HOSTS CAREER EDUCATION SPEAKER

J. Edgerton Pierson, president of City Bank and Trust Company, addressed Allen High School students during a program conducted by the school's Agribusiness Department and Future Farmers of American Chapter. Mr. Pierson's discussion related to banking, loans, interest rates, financing, and student school financing.

NCHS ART STUDENTS DESIGN LETTERHEAD

Natchitoches Central High School

The art class of NCHS was interested in helping develop a letterhead for the Natchitoches Parish Career Education Newsletter. Each art student was asked to develop the most appealing letterhead within certain specifications. After the completion of their individual work, the students voted on which one would be used as the official letterhead The result of this effort is at the top of this newsletter.

PRINCIPALS VISIT PILOT SCHOOLS

During the first week of February, 1974 all of the Natchitoches Parish principals participated in interschool visitation. Accompanying the principals were members of the Natchitoches Parish Career Education Avisory Council, parish supervisors, and the Career Education staff.

The principals were divided into groups of seven, and each group attended sessions at three pilot schools participating in the pilot career education program. The purpose of the visitation was to allow parish principals to see the implementation of career education and to ask questions concerning the problems facing the principals and teachers in the pilot schools.

As a result of this visit many principals are in favor of their teachers visiting these schools to talk with pilot teachers concerning preparation of units dealing with career education.

MR. COOPER'S SCIENCE CLASS IS CONCERNED WITH THE ENVIRONMENT

At Campti Elementary, Mr. Cooper's sixth grade science class has begun a new unit entitled "Ideas and Tools For Longer Life". This unit includes the study of unseen organisms, unwelcome organisms, defenses of the body, health as a public concern, and man's control of his environment. Throughout the unit some of the careers involved in this area will be discussed.

CAMPTI HIGH SCHOOL STUDENTS ATTEND SOLO CLINIC AT NSU

Twenty-three students from Campti High School participated in the Solo clinic at Northwestern on Saturday February 2nd. Each student was given an opportunity for individual coaching from an artist teacher to advance his preparation in vocal and instrumental music. The clinicians also acquainted the students with career opportunities in Music.

The students were accompanied by parents and their teacher, Mrs. Julia Davis.

"CAREERS THE ALPHABETICAL WAY"

The third grade class of St. Matthew High School presented a chapel program, "Careers the Alphabetical Way" on February 8, 1974. Each student chose a career under one of the 26 letters of the alphabet; for example, A for artist, B for barber, C for cashier and D for disc jockey, etc. The students portrayed his or her career by dramatization. The program ended with an action song, "The Clapping Hand."

CAMPTI ELEMENTARY NEWS

In an effort to inform the teachers and students of the career education activities taking place at Campti Elementary, Mrs. C. Sullivan's Language classes wrote a school newspaper. Reporters for the Campti Elementary News include: (4th grade) Dean Newman, Sonya Barker, Della Roberts, Joan Sweeney, (5th grade) Anita McCollum, Robin Blackmon, and (6th grade) Telly Thomas, and Jacqueline Waldrup.

FROM THE PLACEMENT OFFICE

The Natchitoches Parish School Board has made available through Career Education a placement office. This office is designed to help students make a smooth transition from high school to life after high school. The placement office encourages all students to continue their education, whether it be in college, trade school, armed forces, etc. For those who do not choose to continue their formal education a few jobs have been listed. If you need help in continuing your education, finding a job, or if you know of a job opening, please contact Frank Lollar 357-8973.

ATTENTION TEACHERS: In order for the Newsletter to serve you and your students contributions must be submitted by you. Please send articles to the following address:

Natch. Parish School Brd.
Career Education Part D
Box 16
Natchitoches, La. 71457

The Natchitoches Parish Career Education program respects all societal groups and ability levels and extends through all ages, kindergarten throughout life.

CAREER EDUCATION

for a brighter
NEWSLETTER
tomorrow

Vol. 1 No. 2
Natchitoches Parish Schools
W. J. Bullock, Superintendent
March 1974

FOURTH GRADERS STUDY ARCHITECTURE AND CONSTRUCTION

Pupils in Mrs. Lumpkins' fourth grade class at Springhill Elementary recently completed a unit of study in architecture and construction. The study of a famous architect provided the motivation and interest in this particular area of work. Some of the activities they engaged in during the unit were research into the training and education of an architect and other related trades, role-playing the part of an architect and his clients, and designing individual floor plans and buildings.

As a culminating activity, the children made a field trip to the NSU campus and Natchitoches Parish Trade School. They examined building models and talked to students and instructors in various mechanical drawing classes about building construction and architecture. Each boy and girl had the opportunity to work at a drawing board with the various tools used by draftsmen in producing individual designs which were then made into blueprints. The children were fortunate in being able to talk to the draftsman who had drawn a house plan which had previously been examined in the classroom. The site of this particular home was then visited, thus giving the children the opportunity to see how a blueprint is transformed into a finished construction.

SELLING THE "POOR MAN'S SUPPER"

Mrs. Nina Magers' art room at Natchitoches Central High School has been busy with activity lately as students made

Published monthly under the auspices of the Natchitoches Parish Career Education Advisory Committee Mr. Bob Reese, President

posters for the "Poor Man's Supper." Through this activity they found some of the problems which confront a person who goes into advertising art as a career. The main idea was to sell the "Poor Man's Supper" as a worthwhile activity to help the needy. How to present this in the form of a poster with lettering and some type of picture, in an original design depicting brotherhood, was the problem. We had 25 posters submitted. A $5.00 prize was offered.

SPRING SCHEDULING AT NCHS TO BE BASED ON CAREER EDUCATION CONCEPT

The concept of Career Education will be emphasized by Mrs. Zelma Moffett and Mrs. Jessie Bernard, Counselors at Natchitoches Central High School, as they begin working with the students this week with scheduling classes for the coming year. Each student will be scheduled into six classes of his own choosing based on individual needs.

The ultimate objective will be accomplished by (1) determining a general career direction for each student or a basic type of career for him to pursue according to his aptitude, personal interests and desires, talents and other traits, (2) exposing the student to the many careers from which to choose, the particular data relative to each regarding job demand, advancement and compensation potential, and educational requisites, (3) exposing the student to the realities of the world of work and (4) helping him seek and obtain schooling which is in line with his personal career direction. This does not imply limiting a person to a specific occupation. It rather suggests that commitment to an initial direction will allow the student to acquire skills and background on which to build and from which to expand. The ultimate decision on a specific career will be based on a considerable knowledge and awareness of the many options and an acquaintance with the realities of the world of work.

Young people have more opportunities than ever before to make a contribution to themselves, their families and society, and to grow and develop. Jobs will become increasingly specialized. The world of work will become more rigidly structured due to the complexity of our growing technology. Interest in conservation, ecology, peace careers, health, and public service is growing rapidly.

American education has entered a new era, one in which the communications between education and the world of work must be improved. The career and learning interests of students are shifting very rapidly in response to changes in demand for trained people in specialized fields.

Career Education is the practical solution to our educational problems. In our were important to the careers in which they were interested. Use was made of all available career information from pamphlets and the career file.

ST. MATTHEW HIGH SCHOOL

The math class at St. Matthew, under the instruction of Mr. Alfred Wade, is learning to use their reading, writing, and mathematics skills to prepare 1973 individual tax returns.

The young people of our country represent an increasingly productive and influential segment of the economy. Filing a federal income tax return is a responsibility they will fullfill when they begin their careers.

They are being informed of their rights and obligations as taxpaying citizens, as well as learning to prepare and file federal income tax returns.

WEAVER STUDENTS TAKE FIELD TRIP

Mrs. Wynn's kindergarten class at Weaver Elementary took a field trip to the post office and fire station on Tuesday, March 5. Mr. Kelly conducted the tour through the post office and explained the mailman's job as a community helper. The children enjoyed seeing the various kinds of stamps. While they were there, the class purchased some stamps and mailed letters.

The trip to the fire station was very interesting to the children, also. The fireman explained the use of the equipment and the children were greatly impressed by the size of the fire trucks.

Mrs. Melanie McCain, student teacher, and Mrs. Bobbye Lee, teacher's aide, assisted Mrs. Wynn with the class.

ASHLAND HIGH SCHOOL CIVICS CLASS DOES RESEARCH ON CHOOSING YOUR CAREER

At Ashland High School, Mr. Williams' civics class has just completed a unit entitled "Choosing Your Career." This unit included the following topics: "Learning More About Careers," "Learning More About Yourself," and "Finding and Keeping a Job."

In preparation for the topic entitled "Learning More About Careers," each student was asked to choose the type of job that he was interested in and to do research on that particular job. However, before they began their research, they were given a sample job quiz. The quiz included questions such as: What kind of work will I do in this job? What personal qualifications are required? How much education and training does the job require? Are the job opportunities in this field good? What salary does the job pay?

In preparation for the topic entitled "Learning More About Yourself," each student was given a personnel record form to fill out. The main objective of these forms was to changing technical society, career education helps people match their abilities, aptitudes, interests, and personalities with the best possible careers. It helps students gain an understanding of the many careers available in the United States - over 20,000 - and prepares them for the career of their choice.

Many varying opinions have appeared relative to Career Education - its definition, its concepts, and how to install it into our system. Does the term suggest education ON careers, education BY careers, or education FOR careers? Does Career Education imply "second class" schooling? Dr. S. P. Marland, past head of the U.S. Office of Education, devised a plan by which Career Education would start in the elementary grades of our school system and continue throughout all stages of education. We are at a point in time when practical realism must prevail over theory and philosophy.

It is with this practical realism that the Natchitoches Central High School counselors plan to counsel the 1300 students to guide them into wise planning for future success as they plan their spring scheduling.

STYLE SHOW AT NORTHWESTERN JUNIOR HIGH

Mrs. McLain's home economics exploratory class presented a style show March 8. The audience included numerous parents and other students in the school.

The students modeled their purses and pants made during the unit on textiles and apparel. They strolled through a garden setting designed with the theme of spring in mind, accompanied by music played by Mrs. Flo Van Sickle. The girls made a variety of pants which were sewn with simplicity, but fashion in mind.

GOLDONNA SIXTH GRADERS STUDY FUEL PRODUCTION

The sixth grade class of Goldonna School completed a unit on careers related to fuel production. This unit was motivated by the social studies unit, "The Countries of Southwestern Asia." Mr. Sidney Terry, an employee of Iranian International Oil Company, was invited as guest speaker. Mr. Terry, while pointing out many careers involved in fuel production, emphasized the skills and training needed to perform these. Many questions from the students were answered by Mr. Terry. Miss Joan Bryant is the sixth grade teacher.

CAREER EDUCATION AND HEALTH AND PHYSICAL EDUCATION

Dorothy Hyams' classes in health and physical education at Northwestern Junior High were made aware of the related careers in the activities they had taken or were taking in this area of the curriculum. The girls became aware of how the classes they were taking now and could take in the future orientate the students to the kind of information that an employer will expect him to furnish when seeking a job.

For the final topic, "Finding and Keeping a Job," the students were asked to do research on the various ways of finding and keeping a job. Some of the ways that were listed by the students were: going to the employment offices of business firms, registering with your state employment office, looking at the help wanted columns, registering with a private employment agency, and asking your relatives and friends about job openings.

Materials used in this unit were the civics textbook, the Career Kit, copies of the book entitled How to Get a Job and Keep It, which were supplied by the State Career Education coordinator, newspapers, application blanks, and a tape recorder.

Some of the activities that were displayed by the students included the conducting of mock oral interviews, taping interviews, and writing letters of application. In holding the mock oral interviews, the students divided into pairs, whereby one acted as the employer and the other as the job applicant. Some of the things listened for in the oral and taped interviews were the actic displayed by each student while being interviewed, the types of questions that may be asked by the employer, the responses given by the students when asked certain questions and the students' subject and very agreement. Finally, each student was asked to write a letter of application. In this particular activity, special emphasis was placed upon the correct way of writing a letter of application.

CAMPTI BUSINESS DEPARTMENT ACTIVE IN CAREER EDUCATION

What does the employer expect of the employee? This question has been uppermost in the minds of Mrs. Eva Martin's General Business class this year. As each unit was prepared, related career opportunities were discussed. Each student is preparing a career folder as the course progresses and it will be finalized the last two weeks in April.

The first phase of the career development program began by having each student analyze himself by answering these questions: How Do I Act As A Student? What Am I Like? What Would I Like To Be? Do I Need Career Planning? They also filled out related forms on "Career Activities Interest Check List" and "Occupations That Interest Me."

In the second phase, each student chose three areas they were interested in and wrote a report on each. The last report entailed a Career Study Questionnaire that had to be completed by interviewing a person employed in the field of work being reported on. An outline was followed in writing the report. Several students wrote to companies and businesses for additional information to incorporate into their reports.

A "simulated store" was set up in the classroom during the unit on "Buying By the Consumer." This gave the students an opportunity to observe and take part in buying techniques, use of the cash register, and business etiquette.

To this point, resource persons include: Mr. Jim Bell, "The Railroad and Related Work," Mr. O. E. Pepper, "The Highway Department and Related Work," and Mr. T. Truebig, "Forestry and Related Work."

Career films include "Health and Physical Education," "Secretarial Occupations," "Sheet Metal Workers," "Construction - Woodworking," "Law Enforcement" and "Fishing."

The last phase of the program will culminate with putting the finishing touch to the career folders, inviting several more resource persons, and studying the unit on "Preparing for Employment."

SPECIAL PROGRAM AT NORTHWESTERN JUNIOR HIGH

The Northwestern Junior High School Special Education Program is totally involved in Career Education. The program is divided into three areas consisting of industrial arts, home economics (home living), food services, sewing, child care, and basic studies (language arts and mathematics).

Units in basic studies are planned around activities in home economics and industrial arts, and the activity areas apply knowledge gained in basic studies.

All areas are directed toward career awareness and career attitudes. The overall objective is to provide positive job attitudes and job-type awareness conducive to future self-sufficiency of the special child.

ATTENTION TEACHERS:

In order for the Newsletter to serve you, your students, and the community, contributions must be submitted by you. Please send articles to the following address:

NATCH. PARISH SCHOOL BRD.
CAREER EDUCATION, PART D
BOX 16
NATCHITOCHES, LA 71457

CAREER
EDUCATION
for a brighter
NEWSLETTER
tomorrow

Vol. 1 No. 3
Natchitoches Parish Schools
W. J. Bullock, Superintendent
April 1974

EDITORIAL
BY BOB REESE

Too often, I fear, young people in their thoughts of preparing themselves for a future occupation, think only of gaining a good knowledge of the technical skills of this occupation. In my twenty years of experience as an employer, I have found that, although this aspect is certainly important, it is far from being all that is involved in one's work life.

This point was magnified to me recently when the employment department of a large utility company called me for information concerning a former employee of mine that had applied for a job with their company. I was asked many questions about the young man. "How did he get along with fellow workers?," "Was he interested in his job?," "Was he ever tardy for work?," "Did he ever not show up for work?," "Did he have a good disposition?," and "Was he respectful of authority?"

The interesting thing about my conversation with this interviewer was that he never once asked about the young man's knowledge of the skill that he would be performing in this new job.

I find that quite often employers prefer to train their recruits in the more technical aspects, but they have learned that they cannot train these recruits in the other good work habits that are so essential to a worker. Attitude and discipline toward work are formed in the early years of young people and should be given much consideration in their preparatory training.

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Published monthly under the auspices of the Natchitoches Parish
Career Education Advisory Committee   Bob Reese, President
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PROVENCAL STUDENTS INVOLVED

Pupils in Miss Smith's second grade class at Provencal recently completed a unit of study in social studies on job descriptions. After the unit, there was an interesting discussion on the different types of jobs that are available in their community. Most of the jobs in the rural community are logging, pulpwooding, farming, and merchants. The students also discussed various ways of finding and keeping a job.

Mrs. Leach's fifth grade class became aware of the usefulness of career education when the questionnaires were sent to the parents regarding their occupations. The pupils wanted to know how this information was to be used. This created a lively discussion of the different careers that are represented by the parents.

The sixth grade class of Mrs. Warren completed a study of electricity. The many careers involved were pointed out and the training needed was emphasized.

CAMPTI STUDENTS TRAVEL TO ALEXANDRIA

Grades K-3 at Campti Elementary School made a study of animals as they celebrated "Be Kind to Animals Week." The focus of this study turned to career education. The students learned that there are many practical and rewarding careers for animal lovers. Some examples of these careers are zoo curator, pet shop owner, pet groomer, animal shelter supervisor, and veterinarian. To culminate this unit, the students took a trip to the park and zoo in Alexandria.

DYNAMO POWER

St. Matthew primary grades are excited over Dynamo Power, an educational program which is dedicated to educating the whole child in the vital areas of attitudes and self-concept. The theme of these filmstrips and cassettes is the circus, with Mr. Dynamo Power as the ringmaster. The special circus is the mixture of his thoughts, feelings, and actions. The high school art class made the puppets needed to make this program more meaningful.

TEACHING WRITING SKILLS AT MARTHAVILLE

Teaching is guiding, leading, molding characters, shaping attitudes, and encouraging self-expression. One of the biggest and most important jobs of the teacher is to make the pupil aware of himself as a worthy, unique individual. He may not think too much of himself, but the teacher's job is to enhance the self-image, to make him realize he is a unique individual, worthy of life goals, and should be thinking now of what he'll be later. It does not matter that the pupil changes his mind several times a year concerning what he'll be. What matters is that he be [illegible] thinking about career.

To help in getting acquainted with each other, Mrs. Nation's fifth graders at Marthaville wrote "Who Am I?" The pupils were asked to write the stories of their lives, what they plan to be when they grow up, and why. One pupil wrote, "I'll probably be a school teacher. It seems like the teachers have fun." And learning can be fun if both pupils and teachers enjoy what they are doing.

An example of this may be observed in one girl's progress in the development of her writing skills. In the process, she has changed her mind about her career. During one creative writing period, Mrs. Nation discovered the following passages, "... I'm going to try my skills at being a writer. I love to take a full tablet of paper and sit outside. I can just spill out all my feelings on that single tablet. I may also try to be a teacher..."

Much later, after many successful short stories and inspired poems, the same pupil wrote a letter to the teacher which was very revealing. She stated that she had always wanted to write, but no one would read her stories. They would simply nod their heads and say, "Gee, that's nice!" and never read a word. But at last she found a teacher who encouraged her writing, and she would "always love her" for it.

The class does creative writing at least twice a week on shaped, lined paper to jolt them out of the ordinary scheme of things. Colorful, vivid language is encouraged. Placing oneself into the "feeling" of the character is stressed. Three pupils now say they plan to be authors when they grow up, and thy can be. The sky is the limit.

Goals are attainable. One must believe in fulfilling the highest potential of every individual and believe in excellence of education and in providing the needed motivation and time for development of writing skills. While "getting into the character" and expressing feeling through writing, one may discover gifted writers. Those not so gifted will learn that writing skills are very important and will be used throughout life.

SPRING CLEANING

The south campus home economics department of Natchitoches Central High School will undoubtedly be one of the cleanest departments when the doors of the school close for summer vacation.

For on the job training, as part of the "Domestic Services" unit in Mrs. Gwinn's home economics classes for Special Education, the students are really getting with it. From inventorying the equipment (which is excellent training for stockroom workers) to shampooing the carpets, training and experience will provide for practical situations.

ST. MATTHEW'S GARDEN

Mr. Brooks' science class has a healthy garden project at St. Matthew High School. The sixth grade classes are very enthused about their vegetable garden.

The idea of a garden [illegible] on plants and [illegible] were interesting [illegible] soil, choices of plants, weather effects, marketing, economic importance to man, and uses of fertilizers and pesticides. Jobs and careers in these areas were also discussed.

PARENTS' PROGRAM

St. Matthew Elementary grades [illegible] through [illegible] presented an end of the year program for parents on April [illegible]. The program presented to the parents certain career concepts and values that have been involved in this year in the classroom.

Sister Agnes [illegible]'s first grade class presented "The House that Jack Built." Mrs. Hewlett's and Mrs. McClelland's second grade students entertained with two short skits, "The Busy Barber" and "The Little Red Hen and the Grain of Wheat." Careers representing every letter of the alphabet were presented by Mrs. Revels' third grade students. Mrs. Vienne's fourth grade demonstrated values in their two skits. The fifth grade students presented "The Earth is for All", directed by Mrs. Hurt.

The program was rewarding to the students who were able to present career and value concepts learned in their classrooms. Parents were able to see the importance of the early development of values and good attitudes concerning work in their children.

JOB PLACEMENT

The job placement office located in Natchitoches Central High School (phone - 357-8973) will be open during the summer months. Efforts are being made to contact possible employers and find job openings for area students. Students are encouraged to use this service, but they are also advised to job hunt for themselves.

A follow-up study will be conducted next fall to determine the whereabouts and activities of this year's graduating seniors. Teachers, please encourage your seniors to return the follow-up forms. This is an informative and necessary procedure and your cooperation is humbly requested.

ATTENTION TEACHERS:

In order for the Newsletter to serve you, your students, and the community, news articles must be submitted by you. Please send articles to the following address:

NATCH. PARISH SCHOOL BOARD
CAREER EDUCATION, PART D
P.O. BOX 16
NATCHITOCHES, LA 71457

APPENDIX H

WORKSHOPS AND CONFERENCES

APPENDIX H
AN EXEMPLARY PROGRAM FOR CAREER EDUCATION
NATCHITOCHES PARISH

WORKSHOPS/ CONFERENCES	DATES	DESIGNED FOR	AGENCY OR CONSULTANTS
Elementary Teachers and Administrators: 3 hours Graduate Credit, Northwestern State University	August 6-27, 1973	Elementary (K-6) and Administrators	Dr. Larry Bailey, Southern Illinois University Mrs. Fruge, Calcasieu Parish, Louisiana Mr. Robert Arcenaux, Lafayette, La. Mrs. Pansy Puckett, Magnolia, Ark. Dr. Bob Lumpkins Dr. Ronald Dubois Dr. Bill Dennis Dr. Lavelle Nutt Mr. Dwayne Gilbert Mrs. Lucille Doughdril Northwestern State University
Elementary Teachers and Administrators: 3 hours Graduate Credit, Northwestern State University	August 26-December 21, 1973	Elementary (K-6) and Administrators	Dr. William Dennis Northwestern State University
DHEW Region VI Conference on Exemplary and Special Projects	September 12-14, 1973	Elementary (K-6), Administrators, and Project Staff	DHEW, Dallas Office

WORKSHOPS/ CONFERENCES	DATES	DESIGNED FOR	AGENCY OR CONSULTANTS
Parish-Wide In-Service Training	October 29-31, 1973 November 1, 1973	All Teachers and Administrators of Natchitoches Parish	Career Education Staff Experienced Teachers
Elementary Teachers and Administrators: 3 hours Graduate Credit, Northwestern State University	January 13-May 17, 1974	Elementary (K-6) and Administrators	Mr. Dwayne Gilbert, Northwestern State University
Principals' Interschool Career Visitation	February 4, 5, 8, 1974	All Principals of Schools in Natchitoches Parish	Natchitoches Parish School Administrators, Project Staff
Parish-Wide In-Service Training	February 11, 13, 14, 1974	All Teachers (7-12) and Administrators of Natchitoches Parish	Career Education Staff, Dr. William Dennis, Experienced Teachers
Third Party Evaluator	April 2, 1974	Project Staff	Dr. Larry Roberts
Career Education Round-Up	April 3, 1974	Project Staff	Louisiana State Dept. of Education
Industrial Arts Career Education Conference	May 3, 4, 1974	Project Staff	Louisiana State Dept. of Education
Third Party Evaluator	May 22, 1974	Project Staff	Dr. Larry Roberts
Elementary In-Service: 3 hours Graduate Credit	June 3-21, 1974	Elementary Teachers and Supervisors	Dr. William Dennis Northwestern State University, Others
In-Service Training	August, 1974	Language Arts and Social Studies (7-12)	Dr. Dan Carr, Dr. Raymond Gilbert, NSU Others

APPENDIX I

INSTRUCTIONAL MATERIALS PRODUCED LOCALLY

APPENDIX I
AN EXEMPLARY PROGRAM FOR CAREER EDUCATION
NATCHITOCHES, LOUISIANA

INSTRUCTIONAL MATERIALS PRODUCED LOCALLY

Career Education in Elementary Schools. Exemplary Curriculum Guidelines

This curriculum guide was developed in the summer of 1973 to help project teachers infuse career education into the curriculum. The curriculum guide includes location of resource materials and examples of learning episodes from kindergarten through grade six.

A Scope and Sequence Guide

The Scope and Sequence Guide was developed for the Exemplary Program by participating pilot teachers during the 1973-74 school year.

Career Education Developmental Activity Guide, Grades One through Three

Developed by project staff, this guide suggests activities which can be used in correlating career education with basic texts, manuals, and curriculum guides.

Career Education Developmental Activity Guide, Grades Four through Six

Developed by project staff, this guide suggests activities which can be used in correlating career education with basic texts, manuals, and curriculum guides.

Interest-Based Curriculum for House Care Services, Math

This math curriculum guide was developed to correlate the regular math concepts with the language concepts and terminology of home economics house care services.

Interest-Based Curriculum for House Care Services, English

This English curriculum guide was developed to correlate the regular English class with the language concepts and terminology of home economics house care services.

Interest-Based Curriculum for House Care Services, Science

This science curriculum guide was developed to correlate the regular science class with the language concepts and terminology of home economics house care services.

Interest-Based Curriculum for House Care Services, Home Economics

This home economics curriculum guide was developed to correlate the regular English, math, and science classes with the language concepts and terminology of house care services in home economics.

The following is a partial list of career-oriented units developed by the Exemplary Program in Natchitoches Parish.

The Circus, Edna Taylor, Grade K

Color: A Property of Matter, Peggy Sibley, Grade K

Community Helpers, "The Policeman", Dorothy Burton, Grade K

Doctor and Nurse, Gladyce L. Wiley, Grades K-3

Feeling, Shirley Boydstun, Grades K-3

A Dangerous Mistake, Albert Hardison, Grades K-3

Interdependence and Interaction of Those Persons Within an Environment, Nelda Liles, Grade 1

Getting to Know Me and Others, Karen Funderburk, Grade 1

Family and Their Needs, Iva Lee Bryant, Grade 1

Transportation, Weaver Elementary Teachers, Grades 1-3

Awareness of Sounds, Jan Jones, Grade 2

Clothing for a City, Phyllis Kidder, Grade 3

The Story of Textiles, Polly Eversull, Grade 3

Air, Planes, and Space Travel, Dorothy Black, Grade 4

Australia, A Land Like Ours, Ruby C. Fulton, Grade 4

Understanding Yourself and Others, Ruby A. Helire, Grade 4

A Variety of Jobs in the Area of Conservation Serve the Needs of the Forest and the Public, Doris White, Grade 4

Dairy Farmer, Bessie M. Lang, Grade 4

Cattle Ranchers, Cecile Tannehill, Grade 4

Grain Farms, Glenda Zick, Grade 4

Poultry, Janie Roark and Merilyn Booker, Grade 4

Man and His Weather Conditions, Herbert Baptiste, Kay Hennigan, and
Rebecca P. Walker, Grade 4

Trade and Transportation, Ruby Eason, Grades 4-6

Food Mar[illegible], Becky Ham, Grades 4-6

Agriculture in the United States, Donna Mason, Grade 5

Career in the Food Service Industry, LaFern Douglas, Grade 5

Our Southern Neighbor, Mexico, Margaret Sanders, Grade 5

Cardinal and Ordinal Numbers, Phyllis Painter, Grade 5

Communication in Print, Jacquelyn Lewis Tooley, Grade 6

Ancient Cultural Environments, Joseph Thomas, Grade 6

Business and Office Occupations, Banking, Edwina Lewis, Grade 6

Sea Animals With a Career Education Approach, Adeline H. Mims, Grade 9

Family Jobs and Responsibilities, Elizabeth Swafford

Ideas Can Be Organized in Visible Forms, Betty Vaughn

The Type of Work You Do Depends on What Part of the U.S. You Live In,
Lorraine Glass

Money and Its Use in Our Daily Lives, Joe M. Roy

Measurement: Liquid and Dry, Shyron O'Brien

APPENDIX J

RESOURCE MATERIALS AND ACTIVITIES

SUGGESTED ACTIVITIES FOR INCREASING STUDENT CAREER DEVELOPMENT

MANIPULATIVE ACTIVITIES AND PROJECTS:

1. Make diorama of different enviroments
2. Let children make filmstrips or slides of their own changing interests
3. Make paper doll, paper mache, or pipe cleaner figures of each unit of occupations
4. Let children make cardboard or clay tools and equipment of occupation or worker studied.
5. Using a landform map, let children draw a symbol to indicate the major occupation common to the area.
6. Bring in plants (or grow them) or find pictures of plants which grow in each area studied
7. Select some occupations and play 20 Questions.
8. Use different types of printing (rubber, potato, block, or tile) when studying newspaper unit.
9. Play charades
10. Make riddles about occupations
11. Creative writing about one picture
12. Create terrarium
13. Make clay "products", bake, and paint
14. Crossword puzzle.
15. Process cotton fibers, make thread, dye, and weave
16. Construct simple looms
17. Prepare food and preserve
18. Construct electromagnet
19. Construct telegraph
20. Make scrapbooks
21. Make picture file cards
22. Make log cabin
23. Weave baskets from cattails
24. Make candles
25. Make rope from willow branch or twig
26. Make rope-spinning machine
27. Make brooms
28. Make paint
29. Make glue
30. Identify characteristic houses in different regions and construct
31. Fasten boards together with hand-carved pegs.
32. Collect and label samples of woods.
33. Select and "dry" meat to make "jerky"
34. Make gelatin from chicken feet or calves' hooves which can be obtained from the butcher
35. Preserve eggs
36. Make butter
37. Examine globules of butterfat under microscope

38. Do spool knitting
39. Do "tie-dyeing"
40. Make soap
41. Make pinwheel
42. Make log wheels
43. Make twig primitive cart
44. Make wooden transportation vehicles
45. Make clay tablets with styluses
46. Make reed or quill pens
47. Make ink
48. Puzzles
49. Clay
50. Cut and paste
51. Color
52. Make hats of different workers
53. Work bench (hammer, nails, wood construction)
54. Block construction in block corner
55. Dominoes (community helpers)
56. Money and cash register
57. Dramatizations (policeman, mother, daddy, fireman, doctor, nurse, etc.)
58. Flannel board stories
59. Playschool Match-ups
    ("People and Jobs" $5.95 Order from David C. Cook, p. 23 of catalog)
60. Classification pictures (magazines: State Lang. Arts Guide, pp. 1-21)
61. Make career trees; label the bases of trees with school subjects and decorate the limbs with occupations
62. Have children build frames to support scenery representing various establishments (wood, nails, saws and hammers)
63. Make shelves for store (wood pieces, trisquares)
64. Make puppets
65. Construct wheel of fortune
66. Make slides
67. Make booklets
68. Make captions
69. Make trees
70. Make hats for different workers and then classify according to which worker wears it and how it helps him in his work.
71. Use "counters" to show grouping in arithmetic; 14 has 1 group of 10 and 4 ones.
72. In teaching money value, have children play store with play money; they will learn from the role playing.
73. Make experience charts after visits to local workers' sites in the community.
74. Write a "What I'd Like to Be . . ." newspaper in the class. Have each child write down his desired career and why it is interesting to him. Duplicate this and distribute to class as a newspaper.
75. Let children classify vowel sounds as long or short.
76. Let children classify pictures of tools with the worker who would use the tools.
77. Have children observe and talk to various workers in the school and neighborhood to learn about different occupational roles.
78. Make a coin collection with different coins and bills; then display it.
79. Read Carla Greene's "I Want to be a . . ." books to children in your class.

80. Use films and filmstrips that will enhance your study of careers.
81. Have a flannel board activity in which children match coins to numerical value.
82. Make paper bag puppets for role playing. These can be community helper puppets or storybook character puppets.
83. Compile a class scrapbook containing materials collected from interviews and field trips.
84. Encourage the children to write rhymes or short poems about the unit activities.
85. Sing appropriate songs that go along with unit being studied.
86. Play "Who Am I" game where kids act out a certain worker's job and the kids guess who he is.
87. Soda straws
88. Chairs
89. Toothpicks
90. Tongue depressors
91. Construction paper
92. Career Wheel
93. Make life-size paper sculptures
94. Career games
95. Corn (let children make figures)
96. Play games (Who Am I?; Life situation; How I see my abilities; Interest continuum)
97. Write theme (composition) or paragraph on a topic such as "I get angry when. . ." or "I am happy when. . .")
98. Students make crossword-word puzzles using names of famous successful people including Afro-Americans such as: Jackie Robinson, Willie Mays, Jesse Owens, Dr. Ralph Bunche, Thurgood Marshall, Mary McLeod Bethune, Gwengolyn Brooks, Edward W. Brooke, Dr. Martin Luther King, Marian Anderson; then students exchange puzzles and work them.
99. Fill out and discuss self-study list in Your Problems--How To Handle Them (SRA Jr. G. Series No. 51028, pp. 9-11)
100. Write an autobiography and illustrate it.
101. Make a collage of "ME".
102. Career Education Resource Guide (Workshop Resource Lib., Dr. Nutt)
    Career Games p. 53; Career In Air, pp. 21-22; Career Trees, p. 48; Work and Play, p. 63.
103. Construction of Wood Objects
104. Cultivate and observe plants growing.
105. Career Education Resource Guide (Workshop Resource Lib., Dr. Nutt)
    "Holiday Career Web," pp.33-34.
106. Call for volunteers to describe how they developed an interest in a sport or hobby.
107. Have students read biographies of famous men and women who have contributed to a career area in which they are interested.
108. Make clay flower pots for use at home.
109. Make displays of many handcraft books.
110. Make kites.
111. Take inventory of all stock as it is displayed for sale.
112. Paint large shop signs and price posters.
113. View and discuss a film (Let the children discuss their father's world of work)
114. Carve models of cars and motorcycles, for display.
115. Make a list of some of your values.

116. Take inventory of your own attitudes toward people and situations.
117. Make a personality trait chart and rate your own personality.
118. Make charts from want ads in various newspapers and compare salaries and wages for each occupation.
119. Let students make maps of the U.S., and identify occupations found in most regions and those found in only particular regions.
120. Make puzzles.
121. Write letters.
122. Prepare pictorial charts on lessons taught.
123. Read for enjoyment.
124. Write letters of appreciation to companies and to resource persons.
125. Select books for reading table.
126. Have a sharing period for students to share books they have read.
127. Evaluate the sharing period.
128. Take a study trip.
129. Make a calssroom display from results of trips.
130. Make oral reports and illustrate them.
131. Trace the work of skilled map makers instead of drawing map outlines free hand.
132. Students may make or bring something that identifies the worker or helpers for role playing.
133. Students may make workers or helpers, himself, family, friends using: clay, pipe cleaners, tinker toys, sticks, paper, etc.
134. Using paper cups, student may cut down the sides in several evenly spaced places from top to bottom, fold the cut strips down and draw a smiling face in the center of the bottom of the cup.
135. Felt board display (hands-on).
136. Students may cut and paste body parts together.
137. Students may draw each other on news print.
138. Science: Have several jars with seeds planted in them. The growth of the plants can be observed and learning will take place; Some of the jars should be placed in a shaded area so that their growth can be compared with the jars that have access to adequate sunlight. This learning activity can be written about which will integrate science with language arts.
139. Arithmetic: Have the children keep a weekly or monthly record of their weight. This record for each child may be kept on a bullentin board line graph or bar graph. The learning of ratio and per cent may be brought out in this project.
140. Health: Have a bullentin board display of pictures of the basic foods. The children may bring these pictures and display them. The display of these foods should encourage a proper diet.
141. Science: Experiements can be conducted to teach some principles of science. One good experiment to show that air expands when heated and contracts when cooled involves a balloon inflated. Slightly heating it causes it to expand. Cooling it with cool water causes it to contract.
142. Social Studies: Children who have gone on trips may be encouraged to report to their class. Pictures, slides, etc., will enrich these reports. Language

arts are integrated with this type activity: note taking, listening skills, etc.

143. Social Studies, Language Arts: Newspaper clippings can be used as brief oral reports or bulletin board displays. This activity integrates language arts and social studies. Also, science will be included in this type activity, along with arithmetic.
144. Have students create a mural depicting modes of transportation.
145. Have students make and develop a display entitled "Machines Through the Ages," by presenting models and sketches and reports which they have produced through research.
146. Have students construct a model car using an assembly line method in studying the automobile industry.
147. Have students make drawings or models of occupations found in world cultures in past and present times.
148. Have students role play various job opportunities, different geographical environments.
149. Have students make and develop a silent film on occupational units.
150. Role play students in different jobs to show how attitudes, abilities, and experience are related to particular occupations.
151. Make macrame items.
152. Have students make a display of a factory assembly line.
153. Have students make a paper doll display of community helpers.
154. Have a committee of students prepare large pictorial maps of any country. Pictures of ancient landmarks and symbolic pictures of the peoples' occupations may be placed at appropriate points on the map.
155. Pass a mirror around the class; let each child say something positive about himself. If a child has difficulty expressing himself, the teacher makes one for him.
156. Play game "Simon Says," using parts of the body. Ex. "Simon Says, 'Touch your ankles'".
157. Animal care (using children's own pets or farm animals or an animal the child would like to own or to see in person; feeding, watering, shelter needed, special habits and typical behaviors).
158. Make synonym poster cards (place sentence on back of card).
159. Make homonym poster cards (" " " " " ").
160. Make puppets and act out stories from Our Working World, SRA, "The Grasshopper and the Ants," p. 136.
161. Make materials to construct story chart.
162. Alphabet soup, letters (jar).
163. Telephone books (make pictures dictionary, dictionary of community jobs, alphabet dictionary).
164. Construct a bank with puppets for role playing and life-size paper sculptures of bank teller, secretary, typist, etc. Make safety deposit boxes, cash register, books for accounting, paper and coin money, bank book...for savings and checking... bonds, savings certificates, and piggy banks.
165. Let children work with opaque projector with teacher.
166. Making transparencies.
167. Informal debating.
168. Involve children in problem investigations.
169. Have a panel discussion.
170. Skits.

SELECTED CAREER DEVELOPMENT RESOURCES CORRELATED WITH THE TEACHER STATED OBJECTIVES

Primary Level Objectives (K-3)

1. Begins to form generalizations about self.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
Presenting Dynamo Power	L.A., S.S.	K-3	Media for Ed., Inc. 4132 Jackson St. Alexandria, La. 71301
Workers Series	" " " "	" " "	" " "
S.R.A. Awareness Kit	" " " "	K-2	Science Research Assoc.
S.R.A. Responding	" " " "	2-3	" " "
Accepting Responsibility	" " " "	K-3	Ed. Projections Corp.
Now We Go to School	" " " "	K-3	" " "
School Is Our Other Home	" " " "	K-3	" " "
New Friends at School	" " " "	K-3	" " "
Filmstrip & Records			
We're Growing Up Series	" " " "	K-3	Eye Gate
A Big Day for Johnny A Picnic in the Park I Made It Myself The Safe Way			
Who Am I	" " " "	K-3	Scholastic
Filmstrips			
Community Helpers	" " " "	K-3	Media for Ed., Inc.
Community Workers	" " " "	K-3	" " " "
What Do You Think About?	L.A.	K-3	Eye Gate
Finders Keepers?	S.S.	K-3	" "
Helping Your Community?	" "	K-3	" "
Tattling?	" "	" "	" "
Promises?	" "	" "	" "

Lying?	S.S.		K-3	Eye Gate
Helping Your Family	" "		" "	" "

Kit

Developing Understanding of Self and Others	S.S.		K-3	Am. Guidance Service, Inc.

Books with Cassettes

Families	L.A.		K	Science Research Assoc.
Neighbors	" "		2	" " "
Cities	" "		3	" " "

Books

Childcraft Books (Vol. 3,4, 5,8)	L.A.	S.S.	K-3	Field Enterprises
I'm Glas I'm Me by H. Stone	" "	" "	" "	Putman
Come to Work with Us (12 bks. by Jean & Ned Wilkinson)	" "	" "	" "	Houghton-Mifflin
Joey's Cat by Robert Burch	" "	" "	" "	Viking
My Friend, Charlie by J. Flora	" "	" "	" "	Harcourt
The Human Values Series (1) Myself (2) Myself and Others (3) Values to Learn	" "	" "	" "	Steck-Vaughn Co.
Community Workers & Helpers Group 1-School Workers, Library, Supermarket, Doctors Group 2-Dept. Store, Hospital Fire Dept., T.V. Workers	L.A.		K-3	Steck-Vaughn Co.
School Friends & Helpers Police Dept. Helpers, Fire Dept., Postal, Dairy, Supermarket, Hospital Helpers	L.A.		K-3	Steck-Vaughn Co.

Pictures

Moods and Emotions	L.A.	S.S.	K-3	The Child's World
The Human Values Pictures Set	L.A.	S.S.	K-3	Steck-Vaughn Co.
People we Know (Giant Size)	L.A.	S.S.	K-3	Media for Ed., Inc.

Catalogs (Excellent ones) All Levels

Educational Projections Corp.
3070 Lake Terrace
Glenview, Ill. 60025

Pixie Publications
T.S. Denison & Co., Inc.
5100 W. 82nd. St.
Minneapolis, Minn. 55437

Miscellaneous

Bullentin Board Aids, Helpful characters, Transparencies, Role-playing Equipment-Cash Register, play money & phone	L.A. S.S.	K-3	Media for Ed., Inc.
Community Workers Speakers	L.A.	K-3	Your Locality

2. Understands how interests develop

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
Presenting Dynamo Power Kit	All subjects	K-3	Media for Education, Inc.
Youth Dynamics	All subjects	4-6	" " " "
Personal Awareness Program	All subjects	K-3	" " " "
Workers Series	" "	" "	" " " "
Filmstrips & Records			
None Recommended			
Filmstrips			
How to Develop Interest	S.S. L.A.	K-3	N.S.U. Film Library
Community Workers	S.S. L.A.	K-3	N.S.U. Film Library
Cowboy	L.A. S.S.	K-3	Singer
Kit			
Developing Understanding of Self and Others	S.S.	K-3	Am. Guidance Service, Inc.
Books with Cassettes			
None Recommended			

Books

Community Workers	S.S. L.A.	K-3	Eye Gate
La. State Curr. Guide	S.S. L.A.	K-3	Classroom
Textbook (Beyond Treasure Valleys)	S.S. L.A.	K-3	Classroom (3rd Grade)
Bullentin Board Aids	S.S. L.A.	K-3	Media for Ed., Inc.
S.R.A. Biography Series	L.A. Sci.	K-3	SRA
That's What I Want to Be	L.A. S.S.	K-3	Career Ed. Resource Guide (Workshop Resource Lib.)

Pictures

People We Know (Giant Size)	S.S. L.A.	K-3	Media for Ed., Inc.
Community Workers & Helpers	S.S. L.A.	K-3	" " " "

Catalogs

None Recommended

Miscellaneous

Speakers	S.S. L.A.	K-3	Local Community
Elem. Indus. Arts Activities	S.S,S., L.A.	K-3	Classroom
Teacher Planned Field Trips	S.,SS.,L.A.	K-3	Classroom
Student-Teacher Interpersonal Relationships	All	K-3	Classroom
Role-Playing Equipment Business	L.A. S.S.	K-3	Media for Education

3. Examines Different types of Human Activities

Resource Materials	Subject Correlation	Recommended Grade	Accessibility

Filmstrips & Cassettes

None Recommended

Filmstrips & Records

None Recommended

Filmstrips

Airplanes: Bob and Amy take an Airplane Ride	All Areas	K-6	(McGraw Hill)
Farm Life: Life on the Farm			(Brittannica File)
The Clothing Factory			" "
Ranching: Life on a Large Ranch			(McGraw Hill)
Life in a Large City			" "
The Fireman			" "
The Policeman			" "
The Mail Goes Through			(Filmstrip of the Month)
The Story of Cotton			(Singer Co.)
The Story of Wool			" "
The Story of Leather			" "
The Story of Rubber			" "
The Story of Bread			" "
The Story of Meat			" "
Johnny the Fireman			" "
Buddy the Little Taxi			" "
Our Auto Trip			" "
Choo-Choo The Little Switch Engine			" "
To the Seashore			(Eye Gate House, Inc.)
To the Zoo			" " " "
Where Our Daddies Work			" " " "
Getting Along with Your Family			(Singer Co.)
Chuck Learns About Sharing			" "
Learning How to be Liked			" "
Learning to Make Friends			" "
Transportation in the U.S.A.			" "
How Cloth is Made			" "

Films

Paper and Pulp Making	All Areas	K-6	N.S.U. Films
Airplanes: How They Fly			" "
Bullet with Edward Villella			" "
Better Use of Leisure Time			" "
City Bus Driver			" "
City Fire Fighters			" "
Apples: From Seedling to Market			" "
Appleseed Johnny			" "
Bicycle Safety			" "
Building a House			" "
Bus Driver's Helpers			" "
The Corn Farmer			" "
The Cotton Farmer			" "
Cotton: Picking and Ginning			" "
Dairy Farmer			" "
Dairy Industry			" "
Doctor, The			" "
The Farmer			" "
Farmer. Fisherman			" "
Finding Your Life's Work			" "
Finding Out About Rocks			" "

First Aid			N.S.U. Films
Food Cannery, The			" "
Forest Produces, The			" "
Story of Sugar			" "
Story of Steel			" "

Records

Sing'n Do Songs Album I	Music,SS.	K-3	Educational Record Sales
45 RPM a. Here come the Circus Parade			
b. I'm a Ding Dong Ding Dong Choo-Choo			
c. I'm A Little Puppet			
d. My Little Puppy			
Put Your Finger in the Air	Music,SS.	K-3	Columbia
Join into the Game			Bowmar
I Am a Circus	" "	"	Children's Record Guild
My Playful Scarf	" "	"	" " "
Honor Your Partner Al. 14	Prim. P.E.	"	Ed. Record Sales
RCA Rhythmic Activities Vo.3	" "	"	" " "
Nothing To Do			Bowmar
Patriotic Songs			"
Let's Be Firemen			Young People's Records
Let's Be Policemen			" " "
Good Manners Through Music			Ed. Records Sales

Books

Textbooks	All Areas	All	Each School
Baker Bill by Jean Bar	L.A.,S.	K-3	Whitman Pub. Co.
Park Ranger by C.B. Colby			Coward Pub. Co.
At the Bakery by Colonius			Melmont
Truck Drivers by Carla Green			Children's Press
I Want to Be a Train Engineer by Carla Green			Houghton-Mifflin
Lets Go to an Automobile Factory by Roger Butler			Putnam
What Happens When You Travel by Plane by Arthur Shay			Reilly & Lee
The Green Thumb Story by J. Fiedler	L.A. Sci.	K-3	Acquired by Teacher from "Lucky Book" Weekly Reader- Scholastic Book Service
Old Mac Donald Had a Farm by A. Graboff			
Play with Paper by Thea Band-Jensen			
What Do They Do When it Rains? by Norman Birdwell			
If you Lived with The Circus by A. McGovern			
Curious George Takes A Job by H.A. Rey			
Your Wonderful World of Science by M. & I. Freeman			
Little Raccoon and the Outside World by L. Moore			
The Cowboy by Peterson			

Gordon the Goat by Munro Leaf
Magnets and How to Use Them By P.J. Levine
Crazy Zoo by N. Birdwell
Let's Find Our About the Moon by Y. Tashiro
How to Be a Nature Detective by M. Slesam
What Makes a Shadow? by C.R. Bulla
Nothing to Do by Russell Hoban
Animal Doctors by Carla Green
Wilt Chamberlain by K. Rudeen

4. Differentiates types of work and leisure activities.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
Presenting Dynamo Power	L.A.	K-3	Media for Ed, Inc.
Filmstrip & Records			
None Recommended			
Filmstrips			
Community Helpers (4)	S.S.	K-3	Media for Ed, Inc.
Films			
Chance to Play	S.S.	1,2,3	N.S.U. Film Lib.
Better Use of Leisure Time	L.A	2	" " "
Fred Meets a Bank	S.S.	1,2	" " "
The Mailman	S.S.	2,3	" " "
Cassettes			
Career Edu. Prog. Vol. I (Cassette, Spirit Masters, Transparencies)	All	K-6	Houghton Mifflin
Books			
Come to Work With Us (Series) Sextant	S.S.	2	Houghton Mifflin
Our Working World (Series)	S.S.	1	Science Research Assoc
Families At Work(Study Prints)	S.S. L.A.	2	" " "
Family at Work and Play	S.S.	1,2	Singer Co.
Wango & Dango	L.A.	1,2	Classroom

5. Examines relationship between interests, occupations and leisure activities.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
None Recommended			
Filmstrips & Records			
None Recommended			
Filmstrips			
Raw Material of Steel Making	S.S.	Sp. Ed.	N.S.U. Lib. (Lab Sc)
The Chemistry of Iron	" "	" "	" "
Wheat for Bread	" "	" "	" "
Shoes	" "	" "	" "
The Brick Layer	" "	" "	" "
The Watchmaker Jeweler	" "	" "	" "
Messager Travel and Recorded	" "	" "	" "
King Cotton	" "	" "	" "
Machines Help Us Travel	" "	" "	" "
Other Industries & Products	" "	" "	" "
The Baker	" "	" "	" "
The How and Why of Keeping Food	" "	" "	" "
Films			
None Recommended			
Books			
Sextant Series by Jean & Ned Wilkinson		K-3	Houghton-Mifflin
Textbook: We are Neighbors The Baker Truck		2 & S.E.	Spec. Ed. School Text
Myself		K-3	Austin-Steck-Vaughn
Investigating Man's World family Studies		"	Austin-Steck-Vaughn
What Daddies Do by Rosenbaum	S.S.	1-3	Hallmark Children Study Prints (Chicago)
Family at Work and Play	S.S.	1-3	
Jimmy & Sue Meet Wango from Dango by Barbara Zimmerman		"	Career Dev. for Children Project

Kits			
Our Working World (Family at Work) SRA Elem. Kit			SRA
Portable Tool Center for Elem. Ind. Arts.	S.S.	K-3 & Sp. Ed.	Brodhead-Garrett 4560 E. 71 St. Cleveland, OH 44105

6. Adopts identity as that of "Worker"

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
Presenting Dynamo Power	All	K-3	Media for Educ., Inc.
Filmstrips & Records			
None Recommended			
Films			
School Means New Ways-New Habits	S.S. L.A.	K-3	Campti Elem. Lib.
Learning to Be Unselfish	" " " "	" "	" " "
Country Store	" " " "	" "	N.S.U. Film Lib.
The Neighborhood Community	" " " "	" "	" " "
Books			
State Plan for Ed.	L.A.	" "	State Dept. of Ed.
Big City Workers by Vrecken-Urell	S.S. L.A.	" "	Grade 1 Classroom
The Community Where I Live by Pierce			Classroom
Childcraft (1972 edition)			Field Enterprises
The Kindergarten Guide			Classroom
Pictures			
People at Work	S.S.	" "	Classroom
Little Indian Pottery by A. Clark	S.S. L.A.	" "	Classroom
Miscellaneous			
Community Speakers	All	" "	Community
Field-Trips	All	" "	"

7. Understands how individual needs are met in work.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
How the Lollipop Dragon Got His Name-The Adventures of the Lollipop Dragon Series	L.A. S.S	K-3	Singer Co.
Filmstrips & Records			
Teaching Children Values (Records)	S.S.	K-3	Ed. Activ., Inc.
Filmstrips			
School Friends & Helpers (Urban Life Series SVE)	L.A. S.S.	K-3	Singer Co.
The Little Engine That Could (Sound)	S.S.	K-3	Singer Co.
Visiting the Farm	S.S.	K-3	McGraw-Hill
Kit			
Our Working World Kit	S.S.	K-3	SRA
Families at Work Lesson: Reward for Work p. 41			
School Friends & Helpers Life Series SVE	L.A.	K-3	Singer Co.
Kit A Card M-49 Building Pre-Reading Skills	L.A.	K-3	Ginn & Co.
Books			
Fathers at Work by Ruth S. Ranlaner	L.A. S.S.	K-3	
Pelle's New Suit by E. Beskow	L.A.	"	Harper & Row
Truck Drivers What they Do? by Carla Green	S.S.	"	Harper & Row
Show & Tell Books "My Friend the Fireman" "My Friend the Policeman" "My Friend the Doctor"	S.S. L.A.	"	David C. Cook Pub.
Policeman Small by Lois Lenski	L.A. S.S.	"	Doubleday
Amelia Bedelia by Peggy Parish	L.A.		Young Scott
Human Value Series "Myself" "Myself and others"	L.A. S.S.	"	Steck-Vaughn-Austin
Country Fireman by J. Beim	L.A. S.S.	"	Morrow
Pictures			
Learning about Values, Home and Community Helpers (Teaching Sets)	S.S.	"	David C. Cook

8. Understands the characteristics of grouping systems.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
None Recommended			
Filmstrips & Records			
None recommended			
Films			
Solids, Liquids, and Gases	Science	2-3	NSU Film Lib.
Filmstrips			
a. Taking a Group Apart b. Count to Find Out c. Groups of 2 to 10 d. Putting Groups Together	Math	K-2	Eye Gate
Books			
Laidlaw Arithmetic Textbook	Math	1-3	Classrooms
Science Textbooks Concepts in Science by Brandwein	Science	2-3	Classrooms
Take a Number by J. Bendick & M. Levin	Math	2-3	McGraw-Hill
The Golden Book of Science by B.M. Parker p. 11-21	Science	1-3	Siman-Schuster
Science Activities from A to Z by H. Challand & E. Brandt p. 100 comparing gases p. 74 purifying water	Science	3	Northwestern Lab School
Miscellaneous			
Chairs, books, pencils, crayons, blocks, etc. to illustrate sets.	Math	1-3	Classroom
"Counters" can be used to illustrate base systems.	Math	1-3	
Denison Bullentin Board Kit on "Money"	Math	1-3	T.S. Denison Co.
Autoharp Melodica & Rhythm Sticks	Music	K-3	

9. Understands concepts of goods, services, consumers, and products.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
Workers Series	S.S.	K-3	Media for Education, Inc.

Filmstrips			
Community Helpers	S.S.	K-3	Eye Gate
Community Workers & Helpers (Pictures)	S.S.	"	" "
Community Helper Series	S.S.	"	SVE
Trips Series	S.S.	"	Eye Gate
Record			
People in your Neighborhood	S.S.	"	Sesame Street
Kits			
Our Working World (Families; Neighbors; Cities--Act. Book & Records)	S.S.	"	SRA
Books			
Schools, Families & Neighborhoods	S.S.	K-1	Field Enterprises
Come to Work with Us: 12 Books and manual	Reading	K-3	
"I Want to Be a . . ."Series	L.A. S.S.	1-3	Houghton-Mifflin
Community Helpers Activities: (Posters, Activities for duplicating stories, etc.-Instructor Curr. Materials	S.S.	K-3	Instructor Curr. Material
What Will It Be From A to Z	L.A.	K-3	National Dairy Council
Miscellaneous			
Paper Bag Puppets (Patterns for policeman, postman, etc.)	L.A., Art	K-3	Fearon Publishers

10. Understands how goods and service producers are interrelated.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
None Recommended			
Filmstrips & Books			
Our Working World (#2,3, & 18)	All	K-3	S.R.A.
Filmstrips			
Families Work Together	L.A.	"	Eyegate
Ants "Tunnel Building"	L.A. S.S.	"	Film Loop-Ealing
Films			
Your Family & Family Life	L.A. S.S.	"	N.S.U. Film Lib.
Books			
Your World "Let's build a house"	L.A.	"	Taylor Pub. Co.

Lucy & Tom's Day by Hughes	Math & L.A.	"	Scott Pub. Co.
Ready! Go!	L.A.	"	Textbook

11. Understands that production of most goods and services involves a "family" type of effort.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
See Kits			
Filmstrips & Records			
See Kits			
Filmstrips			
Big City Workers (U.S.A. Series)	L.A. S.S.	K-3	Eyegate
Helpers in Our Community	" "	"	Coronet
Field Trips Out of the Ordinary "Oceanography"	S.S. L.A.& Science	1-6	Eyegate
Animal Friends Series	S.S. L.A.	K-3	Singer Material Center
Little Mailman of Boyberry Lane			
Mr. Bears House			
Hide Away Puppy			
Chester, the Little Pony			
Community Workers & Helpers	L.A. S.S.	K-3	Singer
Group 1-School workers			
Library workers			
Supermarket			
Doctor's Office			
Group 2-Dept. Store			
Hospital			
Fire Dept.			
T.V.			
Food & Food Helpers Filmstrips & Prints	L.A. S.S.	K-3	Singer
Happy, Safe & Healthy PSSP 1400	" "	"	"
We Help & Share			
Things We Care About			
Where Did It Come From	L.A. S.S.	K	Eyegate
Bread, Meat, Shoes, Books & Magazines			
Lumbering & Fishing		K-3	Eyegate
Plants & Animals, How they Help Each Other			Your Lesson Plan Filmstrip
The Mail Goes Through			Filmstrip of Month
Kits			
Developing Understanding of Self and Others Kit-Book 2	L.A. S.S.	K	Am. Guidance Serv., Inc.
Stories Units V-VIII			

SRA Kit-Families, Neighbors, Cities,	L.A. S.S.	K-3	SRA
Workers Series	L.A. S.S.	K-6	Media for Educ., Inc.
Families Have Fun Let's Meet Some Families Families Work Together	L.A. S.S.	K-3	Eyegate

Books

Come to Work With Us (Series) T.V. Station, Newspaper, House Construction, Dept. Store, Hospital an Airport, bank, hospital, aerospace, toy factory, dairy, tel. co.	L.A. S.S.	K-3	Houghton-Mifflin
Hitch & Soreson-Conservation and You.	S.S. L.A.	1-3	
Lent, H.B. The Automobile U.S.A.			Dutton
Schull, D. Gov't at Work			Sterling
Shapp, M & C Lets Find Out About Houses			Houghton-Mifflin
Urill, C. Big City Transp.			
Colinas, So You Want to Be a Teacher			Melmont
Knight, D.C. Let's Find Out About the Telephones			
Greene, C. Doctors & Nurses--What do they do?			Harper & Row
Sootin, L. Let;s Go to a Bank			Putnam
Mergandahl, T. What Does A Photographer Do?			
Chanaler, C. Strange Lives of Master Artists			
Goldwater Bridges & How They Are Built	S.S. L.A.	3	Hall Codmus
Bate Who Built the Bridges	" "	3	Scribner
Bate Who Built the Highways	" "	3	Scribner
Ipcar Ten Big Farms	" "	K-3	Knopf
Bishop Five Chinese Bros.	" "	K-3	
Shonnan About Ready to Wear Clothes	" "	2-3	Melmont
Russel Sugaring Time	" "	K-3	Abingdon
Colby Night People	" "	K-3	Coward
Buehr Meat: From Ranch to Table	" "		Morrow
Newman About People Who Run Your City	" "	K-3	Melmont
Robinson Fun With Your Family	" "	K-1	
Hogan Eighteen Cousins	" "		Parents
Gates, Peardon The Surprise Box		1	MacMillan
Little Red World Book-Childcraft Vol. 3,4,5,8			Field Enterprises
Beim Twelve O'Clock Whistle (Discusses Assembly Line)	S.S. L.A.	K-3	Morrow

Learning Time with Lang. Experiences for Young P186 "Workers in our Neighborhood, p. 186 Daddies	S.S. L.A.	K-3	McGraw-Hill
Rhymes for Fingers & Flannel-board, Scott 1. "Five Little Sailors" 2. "Five Strong Policemen" p.25 3. "Five Little Busy Bees" p.97	" "	"	Webster
Your World Series 1-4	S.S. L.A.	K	Taylor Pub. Co.
Scoby Teaching Children About Technology			
Minnemost-Numeration "Ugboo"	Math	K-1	Univ. of Minnesota
Records			
90 Million Raindrops (filmstrip)	L.A. S.S.	K-3	U.S. Postal Service
Cowboys, (Childrens Press)		"	Singer Co.
Films			
Coal Mining-Dependence on Coal & Iron Workers		K	Curriculum Filmstrips
Picture Sets			
School Friends & Helpers	L.A. S.S.	K-3	Singer Co.
Community Helpers PSSP-400 (Police, Fire, Postal, Dairy, Supermarket, Hospital)	" "	"	" "
Urban Life PSSP-500 (A Family at Work & Play) (School Friends & Helpers) (Neighborhood Friends & Helpers) (Keeping the City Clean & Beautiful) (Moving Goods for People in the City)	" "	"	" "
Living With Your Family	" "	"	" "
Neighborhood Friends & Helpers	" "	"	" "
Miscellaneous			
Cassette Recorder			
Filmstrip Projectors			
Listening Center			
Work Bench & Real tools for K (Sandpaper, etc.)			
Standing Mirror			
Play Money			
Playschool Match-up "People & Jobs"		K	David C. Cook catalog p. 23 ($5.95)

12. Examines the Nature of a job "family"

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips			
I Want to Be a Nurse		K-3	Children's Press FL5
Films			
Policemen at Work		"	Coronet Films
Helpers in Our Community		"	" "
Books			
Sextant System, Inc.			
The Sextant Series	L.A.	K-3	Houghton-Mifflin
Let's Go to the Post Office	S.S.	K-3	G.P. Putnam's Sons
Let's Go to the Airport	"	K-3	" " " "
Our Working World	Rd., S.S.	K-3	SRA
Early Years	" "	K-3	Early Years One Hall Land Daien, Ct.
World of Work Program	" "	K-3	World of Work Pgm. Soc. Ed. State Dept.
Elementary School Ind. Arts	" "	K-3	Interaction Technology for Children

13. Understands that Grouping Can help in organizing information about interest and occupations.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips			
Coal, Where We Find It & How we Mine It	Sci, S.S. L.A.	K-3	Campti Lib.
Films			
Iron Product of the Blast Furnace	L.S.	K-3	N.S.U. Film Lib.
Books			
The First Book of Mining	L.A.	K-3	Campti Lib.
Come Work Series (12 Books see previous listings)	L.A. S.S.	K-3	Houghton Mifflin

14. Understands that information about an occupation can be organized using more than one group at a time.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Community Workers & Helpers	L.A. S.S.	K-3	Singer Co.

Group I School Workers
Library "
Supermarket "
Doctors Office
Group 2 Dept. Store Workers
Hospital "
Fire Dept. "
T.V. Workers

SELECTED CAREER DEVELOPMENT RESOURCES CORRELATED WITH TEACHER STATED OBJECTIVES

Intermediate Level Objectives (4-6)

1. Understands the terminology used for self-appraisal and self-understanding.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
Youth Dynamics	L.A. S.S.	4-6	Media for Educ., Inc.
Filmstrips & Records			
Learning to Live Together Part 1 & 2	L.A. S.S. Health	4-6	Singer Co.
Filmstrips & Records			
Values for Teenagers	L.A. S.S.	6	St. Matthew's Lib.
Filmstrips			
"Who Am I?"	L.A. S.S. Health	5-6	Singer
"Am I Trustworthy"	S.S.	4-6	See Seattle Career Ed. K-6
Records			
"The Search for Self"	L.A. S.S. Health	5-6	St. Matthew's Lib.
Kits			
"Your Abilities" #51162	S.S. L.A.	5-6	SRA
Books			
"Planning Your Job" p 22-31 (SRA Jr. Guid. Series)	S.S. Eng.	5-6	SRA
"All about You" #5731 (SRA Jr. Guid. Series)	Rd. Eng. S.S. Health	5-6	Houghton Mifflin
"How to Behave and Why" by Munro Leaf	S.S. L.A.	4	J.B. Lippincott Co.
"Why you Get Sick and How To Get Well" by Ilse Goldsmith	Health S.S.	4-6	Sterling Pub. Co.
"Your Future As a Model" by Gillis Macgill	S.S. L.A.	4-6	Rosen-Richards
"The Human Values Series"	S.S. Health	4	
"Myself" (Book & Posters)	S.S. Health	4	Steck-Vaughn
"Planning Your Future Job" p. 31 Person. check list	S.S.	5-6	SRA
Kit			
"Improving Your Relationships	S.S. L.S. Health	6	SRA

2. Understands that interests may vary at different points in life.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrip and Records			
"Florence Nightingale and the Founding of Prof. Nursing"	Health Sci. Reading	4-6	Natch. Par. Lib. #371.42
"Marie Curie & the Story of Radium"	Health Sci. Reading	4-6	" " " #371.42
"Walter Reed & the Conquest of Yellow Fever"	"	4-6	" " " #371.42
Filmstrips			
"Patterns of Behavior"(Series)	All	4-6	Eyegate
"Character Formation" (Set)	L.A.	4-6	Bailey Films, Inc.
"Developing Basic Values" (Series)	L.A.	4-6	Singer
"Developing Your Personality"	Rdg.	4-6	Encyclopedia Brittanica
"What Do You Like to Do?"	L.A. Rdg.	4-6	Singer
"Who Are You?"	L.A. Rgd.	4-6	Singer
"Your Search for Self"	Rdg.	4-6	Popular Science Audio-Visuals
"Preparation for the World of Work"	All	4-6	Guidance Associates
Films			
"Interests Pay Off"	Sci., S.S. Rdg.	4-6	Career Opportunities I Kit Popular Science Audio Visual
"John Glenn Story"	Rdg. L.A. Sci.	4-6	Free Ed. Guid. Materials Natch. Par. Lib #371.42
Kits			
"What I Like To Do"	L.A.	4-7	SRA
"Widening Occup. Roles Kit"	Rdg. S.S.	6 up	SRA
"Discovering Differences"	Rdg. L.A.	4-6	SRA
"Studying Human Behavior"	Rdg. Sci.	6	SRA
"All About You"	Rdg.	4-6	SRA
"Exploring Your Personality"	Rdg.	4-6	SRA
"Your Personality and Your Job"	Rdg.	4-6	SRA
Records			
"When I Grow Up"	L.A. Rdg.	4-6	Young Peoples' Records
"Career Development Series"	Rdg. S.S.	4-6	Palmer Pub.
"Exploring the World of Work" (Tape)	Rdg. L.A.	4-6	Valient, Inc.
Books and other Printed Materials			
Boyhoods of Great Composers by Catherine Gough	Rdg.	5-6	Walck
Leaders, Dreamers, and Heroes	Rdg., Sci. L.A.	3-6	Education Reading Services

Jr. Guidance Series Booklets	Rdg	4-6	SRA
Painted Rock to Printed Page by Frances Rogers	Rdg. S.S.	5-6	Lippincott
The Story of Sports by Frank Jupo	Rdg. P.E.	6	Dodd, Mead & Co.
What Could I Be? by Walter Lifton	Rdg. L.A.	5,6	SRA
Charting Your Job Future by Lambert Gilles	Rdg. L.A.	4-6	SRA
Textbook: About All of Us pp 108-109, 121-127	Rdg. Health	6	Basic Text in School
And Now Miguel by Joseph Krumgold	Rdg.	4-6	Crowell
Family Sabbatical by C.R. Brink	Rdg.	4-6	Viking
Island Summer by Hazel Wilson	Rdg.	4-6	Library
Kip Catches Up	L.A.	4-6	Natch. Par. Lib. #371.42
Building Big Leaguers	L.A. Math	4-6	Natch. Par. Lib. #371.42
Information Concerning Geophysics	Scs. Rdg.	4-6	" " " #371.42
Photography as a Career	Rdg.	4-6	" " " #371.42
Your World of Work	Rdg. S.S.	4-6	" " " #371.42
American Private Enterprise	Rdg.	4-6	" " " #371.42
The Person I Am by G.H. Asquith	Rdg.	4-6	" " " #242.6
How I Feel by J. Brehens	Rdg.	4-6	" " " #XF
Personality by M. Daly	Rdg.	6	" " " #301.43
Test: General Interest Survey (Kuder Form E)		6 up	SRA
Aptitude, Adjustment, Attitude and Interest		4-6	McGraw-Hill

3. Analyzes how abilities shape interests

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips			
Job Attitudes: "Trouble at Work" (Set of 4/2 bonded)	Health, S.S. Math, Sci. L.A.	4-9	Guidance Associates
Job Attitudes: "A Job that Goes Someplace (Parts 1&2)	Same as Above	3-6	" "
On the Job: Four Trainees Parts 1,2,3, & 4	L.A. S.S. Sci.	5-9	" "
16 MM Films			
"So you Want to be On the Team"	P.E. L.A. Sci.	6-12	Houghton-Mifflin's Voc. Film Co.
"Children Growing Up With Others"	P.E. L.A. Sci.	3-6	Northwestern Film Library

Records			
"Postal Improvement Act. for All Ages"	P.E. L.A. Sci.	K-12	Educational Activities Inc.
"Rope Jumping & Ball Handling"	P.E. L.A. Sci. Math	K-9	Educational Record Sales
Books and Other Printed Materials			
S.R.A. Jr. Guidance Series #5-1024 pp 17-21	All	6-10	SRA
Same #5-1162 pp 3-40	All	5-12	"
Kimbrell, Grady & Vineyard "Activities for Succeeding in World of Work" Student pp 95-96	Teachers Ref. pp 111-137	4-8	NSU Elem. Lib.

4. Analyzes how values shape interest.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips			
Adventures with Number Series Mathematics 113000	Arithmetic	5-6	McGraw-Hill
The Earth and Its Neighbors in Space #8410	Science	4-6	Encyclopedia Brittanica
Books and other Printed Materials			
Values and Teaching by Raths, Harmin Simon	Health & S.S.	4-12	Merrill
Role Playing for Social Values Shaftel & Shaftel	Health & S.S. & Sci.	4-6	Prentice Hall
Our Values Arnspiger, Brill, Rucker	Health, Sci.	4	Steck-Vaughn
Community Health Series #400053	Health	4-6	McGraw-Hill
Modern Arithmetic #643114 Set # 1	Arithmetic	5-6	McGraw-Hill

5. Demonstrates an awareness of the continuing process of change that characterizes maturation.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips			
Making Friends	S.S. Hmr.	4-6	Campti Library
Film			
About the Human Body	Health, P.E. Sci.	4-6	N.S.U.

Kit			
Focus on Self-Development Stage 3 Involvement #5-3760	All	4-6	SRA
Books and Other Printed Materials			
Career Exploration & Planning Chpt. II	All	4-6	SRA
Finding Out About Ourselves	S.S. Sci. Health	4-6	"
Our Hormones & How They Work	Health, Sci.	4-6	Campti Library
You're Maturing Now	Guid. S.S.		SRA
All About You	S.S. Sci. Health	4-9	SRA
A Girl Grows Up by R. Fedler	Health, Sci. Guid.	6-9	McGraw-Hill

6. Formulates present self-identity reflecting knowledge of own interests, abilities and values.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Kit			
Career Ed. Program Vol. I K-6 Unit 1, Grade 4	Guidance	4	Houghton-Mifflin

See Page 12 for Additional Resources under this.

7. Judges the validity of own self-identity.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips			
You the Human Machine	L.A. S.S. Hlth. Math	5	Encyclopedia Britannica P
You the Human Being	Same		" "
Food, Series	Same		Singer Co.
Clothing, Series	Same		" "
Take Care of Your Health	Same		Eye Gate
Houses	Same		Curriculum Filmstrips
Visit to Lumber Camp	Same		Filmstrip of the Month
Kits			
"Careers Involvement-Self Development"	L.A.	4-6	SRA
Achievement Unlimited: Enchancing Self-Concept Through Improvement of Academic, Motor & Social Skills	All Areas	K-6	"
Elem. Experience Learning Program	All Areas	K-12	Brodhead-Garrett 4560 E. 71 ST Cleveland, Ohio 44105

Books and other Printed Materials			
I Want to be Series	L.A. S.S. Guid.	5	Harper & Row
Let's Go to	Same	5	G.P. Putman's Sons
Park Ranger Series	Same	5	Coward McCan, Inc.
A Book About Me	Same	5	Reilly & Lee Co.
Lafayette, La. Career Ed. Curr.	Same	All	Lafayette Parish
Rockwell Power Tools Inst. Vol. 20, #1 1972-73 "A Technological Exploration" p. 3-6	All Areas	K-6	Exploratorium Summit County, Ohio
"Curriculum Correlated Career Awareness" Pilot Magnolia, Ark.	All Areas	1-4	Workshop Participants
State Plan for Career Educ. 1973	All Areas	K-12	La. State Dept. of Ed.
"Come to Work With Us In" by Jean Wilkinson	All Areas	K-6	Houghton-Mifflin

8. Becomes more aware of "Social Self"

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips			
Getting Along with Others	S.S. Health	4-6	Singer Co.
Learning How to be Liked	" " "	"	" "
Chuck Learns About Sharing	" " "	"	" "
Books			
Getting Along With Others By Helen Shoster	S.S. Health	4-6	SRA
Friends of Themselves pp 17-23 by Clapp & Erwin	Health	4-6	Christopher Pub.--Boston
Looking at Yourself pp. 51-55 by Norah Smeridge	Health	4-6	Abrigdon Press

9. Analyzes the ways his self-understanding helps him relate to others.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips			
One Family at Home	S.S.	4-6	Curriculum Filmstrips
Early Communication	S.S.	4-6	" "
Records			
Good Morning Mrs. Miller	L.A. Hlth	4-6	Educ. Activities, Inc.
Kits			
Discovering Yourself	L.A. Hlth	4-6	SRA
What I Like To Do	S.S.	4-6	"
What Could I Be	S.S.	4-6	"

Books and other Printed Materials			
State Curriculum Guides	All	4-6	Principals' Offices
Why Live Where We Live by Evans	S.S.	4-6	Little-Brown
What Makes Me Feel This Way	L.A. Hlth.	4-6	Macmillan
Helping Children Get Along in School	Health	4-6	SRA

10. Understands how Man's basic requirements (needs) result in the development of a culture.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips & Cassettes			
Families Around the World	S.S.	K-6	Eyegate (1973)
How We Build Things	All	4-6	Eyegate (1973)
Filmstrips			
Wheat for Bread	Sc. S.S.	3-5	Eyegate
The How & Why of Keeping Food	Aci.	4-6	"
Films			
Why Work	4-12		Houghton-Mifflin
Jobs and Making a Living (4 films)	S.S.	3-6	Educational Proj. Corp.
Trade Development (2 films)	All	1-6	" " "
Processing Packaged Foods (2 films)	All	1-6	" " "
Kits			
Youth Dynamics	Rdg. L.A.	4-6	Media for Ed. Inc.
Books & Cassettes			
Working with a) Families, b) Neighbors, c) Cities	Rdg. S.S.	1-4	SRA
Books and Other Printed Materials			
Beginning Sextant Series	Sci., Rdn. S.S. L.A.	4-5	Houghton-Mifflin
Your World Series	Rdg. S.S.	3-5	N.S.U. Elem. Lib.
Regions & Their Needs	Rdg.	4-5	Silver, Burdette
Our Working World	S.S. Rdg.	3-6	SRA
Come to Work With Us Series	Rdg. S.S.	3-6	Houghton-Mifflin
My Career Planner (Folder)	All	4-12	Houghton-Mifflin
The How & Why Wonder Book of Mcns.	All	6-12	Grosset & Dunlap
Construction for Elem. Grades	Sc.	1-6	Roayele Pub. Co.
Our Family of Man	S.S.	1-6	Harper & Row
Miscellaneous			
Pictures: People & Their Needs	S.S.	4-5	Laidlaw & Comp.

11. Understands that the world of work is composed of occupation units (factories, institution, enterprises, etc.) designed to meet cultural needs.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips			
Families in Action (Series)	S.S. Hlth.	4-6	Eye Gate
Industries of Norway	S.S.	4-6	" "
The Land & People of Norway	S.S	4-6	" "
Industries of Sweden	S.S.	4-6	" "
Land & People of Sweden	S.S.	4-6	" "
Denmark: The Land and People and Industries	S.S.	4-6	" "
Afghanistan	S.S. Rdg.	4-6	" "
Burma: The People & Cities	S.S. Rdg.	4-6	" "
Thailand: The Cities	S.S. Rdg.	4-6	" "
Job Family (Series)	S.S.	4-6	SRA
America: Land of Change	S.S.	6	SRA
The Factory: How a Product is Made	S.S.	4-6	BFA Educ. Media
World of Work Series	S.S.	4-6	Eudcacional-Craft, Inc.
Our Changing World	S.S.	4-6	San Diego County Dept. of Educ.-Audio Visual Dept.
Career Description	S.S.	4-6	Avid Corp.
Career Opportunities	S.S.	4-6	Popular Science
The British Isles: Industry and the United Kingdom	S.S. Rdg.	6	Carencro Elem.
Farming in Japan	S.S. Rdg.	4-6	Filmstrip House
Fishing in Japan	S.S. Rdg.	4-6	" "
Exploring the World of Work	S.S.	4-6	Delta Media, Inc.
Careers are for Girls, Too	S.S.	4-6	Delta Media, Inc.
How Do We Get Our Clothing	S.S. Rdg.	4-6	Society for Visual Ed.
Films			
People We Know	S.S. L.A.	4-6	Guidance Associates
Careers in Recreation	Hlth. P.E.	4-6	SRA
People are Different & Alike	Rdg.	5	SRA
People Around Us	S.S.	5	SRA
The Wonderful World of Medicine	S.S.	5	SRA
What Does A Policeman Do?	S.S.	6	SRA
Women in the World of Work	S.S.	4-6	Houghton-Mifflin
Opportunity-Everywhere	S.S.	4-6	Houghton-Mifflin
Fathers Go Away to Work	S.S. Rdg.	3-5	Pat Dowling Pictures
Eggs to Market	S.S.	4-6	Film Associates of Calif.
Foods from Grains	Rdg. S.S.	4-6	Coronet Films
Grain Merchants	" "	4-6	Educators Guide to Free Guidance Material
The Most Important Business in the World	S.S.	4-6	Educators Guide-Library
Fathers Work, Mothers Work Too	S.S. Rdg.	4-6	Imperial Films

Industrial Education in Your Future	L.A. S.S. Rdg. Hlth.	4-6	Educator's Guide
Why Do People Have Jobs They Have	Rdg. S.S.	4-6	La. State Employment
Where and How People Live	S.S.		Bailey Films
Kits			
Widening Occup. Roles Kit	L.A.	4-6	SRA
Tapes and Transactions			
Women of Destiny	Rdg. S.S.	4-6	Educational Reading Service
Development of Trans. in the U.S.	" "	4-6	Encylopedia Brittannica Films
Books and Other Printed Materials			
Man and His Changing Culture	S.S.	6	Classroom
Our Working World	S.S.	4-6	Reading Media Center
Occupational Guides	S.S. Rdg. L.A.	4-6	Educator's Guide
The New World of Iron & Steel	Rdg.	6	Edward B. Tracy
Early American Crafts	"	"	C.B. Colby-McCann, Inc.
Living in Our Country & Other Lands	"	"	Coward, Inc.
Our Big World	"	"	Macmillian, 1968
Afro-Americans Then & Now	"	"	Silver Burdett, 1968
Agriculture: Man & the Land	"	"	Benefic, 1971
Concepts and Inquiry set	"	"	Allyn and Bacon, 1971
Industry: Man & the Machine	"	"	" " " "
Investigating Man's World	"	"	Scott, Foreman, 1970
One World	"	"	Educaids, Inc. 1973
Encyclopedia of Careers	"	"	Educator's Guide
What They Do?	Rdg. S.S.	4-6	Reading Media Center
School Subjects and Jobs	" "	"	SRA
Occupational Outlook Handbook	" "	"	SRA
Exploring the World of Work	"	4	SRA
World Cultures Past & Present	"	5	SRA
The World Around Us	"	5	SRA
Career Guidance Practice in School and Community	S.S.	6	SRA
More Hands for Man: The Story of the Industrial Revolution	Rdg. S.S.	4-6	John Day Co., Inc.
Politicians and What They Do	" "	4-6	David Botter
Workers Long Ago	S.S.	5	Baker & Downing
The Changing New World	S.S.	5	Silver Burdett, 1967 p. 65

12. Categorizes various occupational units in relationship to three types of cultural needs.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips & Cassettes			
Adventures in the World of Careers "You Begin to Wonder"	Eng. S.S.	4-6	Delta Media

Filmstrips

SRA Filmstrips on City Government	L.A. S.S.	4-6	SRA
Some Neighborhood Helpers World of Work	L.A. S.S. Health	4-6	Eyegate
The Dentist, The Librarian Community Helpers	L.A. S.S. Health	4-6	Long Filmslide Service
Community Helpers #ELK-1	L.A. S.S.	4-5	Media for Education, Inc.
People Who Organize Facts Bakery, Firewomen Automotive Researcher T.V. Sports Editor	L.A. S.S.	5-6	St. Matthew's Library
People Who Help Others Community Organizer Day Care Worker Physical Therapist	Sci.	5-6	Guidance Associates
Adventurers in the World of Careers You Begin To Wonder Careers Are For Girls, Too!	S.S. L.A.	4-6	Delta Media
Job Opportunities Now	Math, L.A.	6	Singer Co.

Films

Bill Garman, Twelve-Year Old Business Man	Math, S.S.	5-6	Frith Films

Filmstrips & Records

Image Makers (10 FS&Records)	All	5-6	Eyegate

Puzzles

Crossword Puzzles Career Prog.	L.A. S.S.	4-5	Media for Educ. Inc.

Transparencies

Great American Negroes (6 Overhead Trans.)	All	6	Singer, Co.
SRA Jr. Guidance Series 116 #5-1180 "School Subjects and Jobs"	All	4-6	SRA

Books and Other Printed Materials

Wonderful World of Work Series	S.S. Eng.	4-6	State Guide B-20
Guidance Series Booklet 5-1180	L.A. S.S.	5-6	SRA
I Want to be ... (Series)	Rdg. S.S.	4-5	Houghton-Mifflin
A Weed Is a Flower by Aliki (Life of George Washington Carver)	All	4-5	Prentice-Hall
Trailblazer by J.M. Pitrone (Life of Francis Davis)	All	6	St. Matthew's Lib.
What Happens When You Put Money in the Bank? by Arthur Shey	Math	4-5	Reilly & Lee (1967)
Your World Series (Series 4) Let's Visit the Newspaper Let's Visit the Telephone Co.	S.S. L.A.	4-6	Taylor Pub.

13. Examines work in relation to the enviroment in which it takes place.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips			
Where People Live and Work	S.S.	4-6	Visual Educ. Consultant
Louis Pasteur & The Germ Theory of Disease	Sci. Hlth.	"	Natch. Par. Lib. #371.42
So You Want to be a Home Appliance Service Technician	S.S. Math Rdg.	"	Houghton-Mifflin
So You Want to be on the Team	Same	"	" "
Careers in a Large Industry	Rdg.	"	" "
Workers Series	All	"	Media for Educ. Inc.
Films			
Futures in Oil	Sci. S.S. Rdg.	"	Natch. Par. Lib. #371.42
Glassmakers	Same	"	Same as above
Grain Merchants	S.S. Hlth	"	" " "
Horizons Unlimited	Rdg.	6 up	" " "
In a Medical Laboratory	Hlth. Rdg.	4-6	" " "
Invisible Diplomats	L.A. Rdg.	"	" " "
It's Your Challenge	Hlth. Sci.	5-6	" " "
Jobs in Atomic Energy	Sci.	4-6	" " "
Lonely Warriors	" S.S.	"	" " "
Miracles From Agriculture	Sci.	"	" " "
Passport to Program	Sci.	"	" " "
Physician & Surgeon, D.O.	Hlth. Sci.	"	" " "
A Special Breed	Hlth. Sci.	"	" " "
This is Pharmacy	" "	"	" " "
Vehicle Maintenance Story	L.A. Sci.	"	" " "
Your Career In Agriculture	S.S. Sci.	"	" " "
A Place to Get Well	Hlth. Sci.	"	" " "
Books and Other Printed Materials			
Behind the Scenes in Motion Pictures by David C. Cook	S.S. Rdg.	5-6	" " " #791.43
Behind the Scenes in a Supermarket by Ruby W. Sanders	S.S. Math	5-6	" " " #664
Teaching Units in Social Sciences by J.U. Michalis	S.S. Rdg. Sci.		Rand McNally Co.
Our Working World, Cities at Work, by Lawrence Senesh	Rdg. S.S.	4-6	SRA
Challenge of Real Estate	Rdg. Math	5-6	Natch. Par. Lib. #371.42
Health Career leaflets	Health	"	Same as above
Horticulture-A challenging Career	Sci.	"	" " "
Jobs with the Forest Service	Sci.	"	" " "
Library	L.A. Math	4-6	" " "
Oil in the Market Place	Sci. S.S.	5-6	" " "
Photography as a Career	Art., Rdg.	5-6	" " "

Teacher's Kit for the Study of R.R. Transportation	S.S. L.A.	4-6	Natch. Par. Lib #371.42
Tommy Looks at Farming	Sci. S.S. Art	4-6	" " " "
Your Career in Textiles	same	4-6	" " " "

14. Understands that people engage in occupations for a variety of reasons.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips			
Why Do People Work?	S.S. L.A. Rdg.	4-6	Visual Educ. Consult.
Our Neighborhood Helpers (6)	L.A. Math Sci. P.E. Art	K-6	Trindl-King Production
Our Community Helpers	Same as above	K-6	" " "
Getting and Keeping Your First Job	L.A.	4-12	Guid. Associates
Films (16mm)			
Careers for Girls	All	4-12	N.S.U. Film Lib.
Why People Have Special Jobs	All	4-12	" " "
Careers in Health & P.E.	L.A. Hlth	6-12	" " "
Tapes			
Our Neighbors on the Farm TR31	L.A. Sci.	K-4	NSU (Warren Easton)
Books and Other Printed Materials			
Careers in the Building Trades by S.H. Kasper	L.A. Math Sci.	6-12	St. Matthew;s H.S. Lib.
Occupational Work Experience (Teachers Handbook)	All	6-12	State Dept. of Educ

15. Engages in a wide range of occupationally related and leisure activities.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Film			
"Why Work"	Care. Ed.	All Grades	NSU
Books and other Printed Materials			
Industrial Arts Bul. #1207	Care. Ed.	4-8	Dept. of Education
Experience Learning	Sci. Hlth. Math	5-6	Experience Learning
Come To Work With Us (Series) In a Dairy In a Newspaper	Hlth. Sci.	4-5	Houghton-Mifflin
State Curriculum Guides	All	4-6	Dept. of Education
Eye Gate Catalog	All	All	Eyegate

16. Becomes aware of individual responsibility for orderly development.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips & Cassettes			
Widening Occupational Roles Kit WORK Program	All Areas	5-9	SRA
Filmstrips & Records			
Learning to Be Unselfish	All Areas	4-6	Campti Library
Learning to Be Forgiving	" "	"	" "
Learning to Use Money Wisely	" "	"	" "
Learning to Live and Work Together	" "	"	" "
Filmstrips			
Me, Myself and I	S.S. Guid.	4-6	Eyegate
Living Together in School	All	4-6	Campti Library
How to Study	HR, Eng. S.S.	4-6	Campti Library
Record			
Beginning Sports Series	P.E. Hlth.	1-8	Campti Library
Film			
Are Manners Important	Hlth. Guid.	5 up	NSU
Books and Other Printed Materials			
Manners Are for You Series	Hlth. Eng.	4-6	Visual Ed. & Visual Arts
Good Citizens Cooperate with Others	S.S. P.E. Guid.	4-6	Campti Library
A Boy Grows Up By McKown	S.S. Guid.	6 up	McGraw-Hill
Miscellaneous			
Crossword Puzzle Career Prog.	All Areas	4-6	Media for Ed. Inc.
Transparencies & Spirit Masters- Career Education Program Vol. I	All Areas	4-6	Houghton-Mifflin

17. Demonstrates that he is in charge of becoming himself.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Films			
How Do You Feel	Hlth. P.E.	4-6	Imperial Films
Are Manners Important?	Hlth. Guid.	5 up	NSU
Books and Other Printed Materials			
Planning Your Job Future SRA Jr. Guid. Kit	L.A.	4-6	SRA Jr. Guid. Kit
Career Ed. Program Guide Vol. 1 K-6 Unit 1 Gr. 5	S.S.	5	Houghton-Mifflin

Magazine: Teacher-Feb. 1973 pp. 39-48	Sci. S.S.	4-6	Teacher-Local School Lib.
Child Craft Vol. 10	Art	4-6	Field Enterprises Ed. Corp.
About Yourself (Manual)	Health	5	Campti Elem.
Our Changing Nation and Its Neighbors (Manual) pp. 253-259	S.S.	5	Classrooms-5th grade s.s.
Crossword Puzzle Career Prog.	All Areas	4 up	Media for Ed. Inc.

18. Understands that Career Development is an ongoing, continuously patterned process.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Kit			
SRA (New 1973) Our Working World Widening Occupational Roles	S.S.	K-4	SRA
Books and Other Printed Materials			
Early Childhood Elem Ed. Sp. Ed. 1973074 Manipulative Careers	Math L.A.	5	Jasper Ewing & Sons
Loops--Shop Skills Career Guid.	L.A. Sci. Art S.S.	5	Univ. Edu. & Visual Arts
Career Ed. for Career Dev. 1972	All	All E.	Educ. Proj. Coor.
Bowmar-Careers	S.S.	3-12	Bowmar-Careers
Bullentin-Marland Career Ed. Career Awareness Units	L.A. Sci. S.S.	All	Magnolia Public Schools Magnolia, Ark.
Vocations-Nov. 1972 Grade Teacher	Math	All	Teacher Magazine
Career Ed. Resource Guide 1972 Career Programs	All	K-8	General Learning Cooperation
Bibliography on Career Dev. Dec. 1972	All	K-12	Dept. of Health, Ed. & Welfare Office of Educ.

19. Develops increased abilities for making educational, occupational, and personal decisions.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Film			
Developing Responsibility	S.S. Hlth, L.A.	4-6	Coronet Films
Filmstrips & Cassettes			
Youth Dynamics	S.S.	4-6	Media for Ed. Inc.
Workers Series	S.S.	4-6	" " " "
People We Know	S.S.	4-6	" " " "
Filmstrips			
The Wonderful World of Work	S.S. Hlth.	Elem.	

Books and Other Written Materials			
What Could I Be? by W.M. Lifton	S.S. Hlth.	4-6	SRA
Jobs for which a High Ed. Needed	S.S.	6	
Thinking of Office Jobs	S.S.	6	ESEA Guidance

Addl. for 6. Formulates present self-identity reflecting knowledge of own interests, abilities and values.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrip			
Living together in school	P.E. Guid. S.S.	4-6	Campti Elem. Lib.
Books and Other Printed Materials			
Teacher Magazine			
March 1973 pp. 64-65	S.S.	5	School Library
Dec. 1972, p. 54	S.S.	4-6	School Library
Childcraft Vol. 10 and Vol 11	Art. Music	4-6	Field Enterprises
About Yourself p. 253-259	Health	5	Textbook
p. 22-30	P.E.	6	
Man and His Changing Culture	S.S.	6	6th Grade Classrooms

APPENDIX K

PLACEMENT FORMS

OFFICE OF
NATCHITOCHES PARISH SCHOOL BOARD
NATCHITOCHES, LA. 71457
P.O. Box 16

W. J. BULLOCK
SUPERINTENDENT

May 28, 1974

Dear Employer:

The Career Education Project of the Natchitoches Parish School Board has established a free job placement office to help local businessmen and students.

We need your help in locating full-time, part-time, and summer jobs for our young men and women. This office will cooperate in every way possible to send you well screened, qualified applicants.

Please help yourself and our community by completing and returning the form below whenever you have need for new employees.

For further information, please call 357-8973.

Sincerely,

Frank Lollar

Frank Lollar
Placement Officer

JOB ORDER

DATE__________

NAME OF FIRM__________

ADDRESS__________ PHONE__________

INTERVIEWER__________ TITLE__________

JOB TITLE__________ NO. OF OPENINGS______

JOB DUTIES__________

____

REQUIREMENTS (age, sex, education, etc.)__________

____

HOURS__________ STARTING RATE______

BENEFITS__________

COMMENTS__________

____

PLACE
STAMP
HERE

CAREER EDUCATION, PART D
NATCHITOCHES PARISH SCHOOL BOARD
P.O. BOX 16
NATCHITOCHES, LOUISIANA 71457

STUDENT INFORMATION

DATE ____________

SCHOOL ____________ SOC SEC NO. ____________

NAME ____________ PHONE ____________

ADDRESS ____________

BIRTHDATE ____________ AGE ____ SEX ____ GRADE ____ RACE ____________

PARENTS ____________ ADDRESS ____________

WHAT ARE YOUR FUTURE EDUCATIONAL PLANS? VO-TECH ___ COLLEGE ___ OTHER ___

WHERE DO YOU PLAN TO GO TO SCHOOL? ____________ MAJOR ____________

WHAT ARE YOUR CAREER PLANS AFTER COMPLETION OF YOUR EDUCATION? ____________

____

DO YOU PLAN TO GO DIRECTLY TO WORK AFTER HIGH SCHOOL? YES ___ NO ___

DO YOU ALREADY HAVE A FULL-TIME JOB PROMISED? YES ___ NO ___

WHAT TYPE OF WORK? ____________ WHERE ____________

IF YOU WOULD LIKE OUR HELP IN SEEKING EMPLOYMENT FILL IN THE BACK OF FORM.

PLACEMENT APPLICATION

NAME________________________ AGE___ SEX___ WEIGHT____ HEIGHT_____

HEALTH: GOOD___ FAIR___ POOR___ ARE YOU NOW UNDER A DOCTOR'S CARE?_____

LIST ANY PHYSICAL OR MENTAL HANDICAPS_______________________________

TYPE OF WORK PREFFERED 1st ________________ 2nd ________________

LIST ANY SPECIAL SKILLS BELOW (typing, shorthand, welding, mechanics, etc.)

DO YOU HAVE TRANSPORTATION TO WORK?____ VALID DRIVER'S LICENSE #__________

FORMER EMPLOYER . DATE . JOB TITLE OR DUTIES . SUPERVISOR

TEACHER REFERENCE: TEACHER NAME_________________. SCHOOL________________

STUDENT COMMENTS:____

DO NOT WRITE BELOW THIS LINE

G.P.A.___ ATTENDANCE___ ATTITUDE___ APPEARANCE___ INITIATIVE___

NATCHITOCHES PARISH CAREER DAY
QUESTIONNAIRE

We hope to have a vocational career program for eleventh and twelfth graders. Please help us plan for this event by indicating, in the spaces provided, you choices of possible career interests. Some choices are listed below. If your interest is not listed, feel free to list it as one of your choices.

(1) Electronics
(2) Engineering
(3) Watchmaking
(4) Welding
(5) Plumbing
(6) Carpentry
(7) Upholstery
(8) Accounting
(9) Computer Technology
(10) Dietetics
(11) X-Ray Technology
(12) Airline Hostessing
(13) Modeling
(14) Elementary Teaching
(15) High School Teaching
(16) Chemistry
(17) Biology
(18) Physics
(19) Microbiology
(20) Medical Technology
(21) Office Machines Operator
(22) Secretary
(23) General Office Work
(24) Medicine
(25) Dentistry
(26) Languages
(27) Nursing
(28) Social Work
(29) History
(30) Geography
(31) Special Education
(32) Physical Education
(33) Agriculture
(34) Mathematics
(35) Art
(36) Music
(37) Aviation
(38) Basic Studies
(39) Cosmetology
(40) English
(41) Home Economics
(42) Law
(43) Retail Store Work
(44) Mechanics
(45) Journalism
(46) Forestry
(47) Outdoor Recreation
(48) Managerial Positions
(49) Real Estate
(50) Insurance
(51) Banking
(52) Wildlife Management
(53) Small Motor Repair
(54) Large Motor Repair
(55) Psychology

NAME______________________________ GRADE__________

CAREER INTERESTS:

(1) ____________________

(2) ____________________

(3) ____________________

Do you plan to attend college? ______ Will you need financial aid? ______

Do you plan to attend a public trade school? ______

Do you plan to attend a private business or vocational school? ______

CANDIDATE EVALUATION

Date ______________

Name ______________

School Address ______________ Tel. # ______________

Home Address ______________ Tel. # ______________

Date of Birth ______________ Marital Status ______________

Selective Service Class ______________ U.S. Citizen? ______________

Position Desired ______________

	Excellent	Good	Average	Fair	Poor	COMMENTS
Appearance						
Personality						
Poise						
Self-Expression						
Acuteness						
Interest						
Knowledge of Field						

General Impression ______________

Further Interest: Yes ______ No ______

Signed: ______________

APPENDIX L

SUGGESTED SCOPE AND SEQUENCE

APPENDIX L
SUGGESTED SCOPE AND SEQUENCE

CLUSTERS ADDITIONAL

Kindergarten

- Personal Service
- Public Service
- Construction

First Grade

- Personal Service
- Agri-Business
- Fine Arts and Humanities
- Health
- Marine Science

Second Grade

- Public Service
- Business and Office
- Marketing and Distribution
- Construction
- Environmental Management

Third Grade

- Consumer and Homemaking
- Communication and Media
- Manufacturing
- Transportation
- Hospitality and Recreation

Fourth Grade

- Environmental Management
- Health
- Transportation
- Hospitality and Recreation
- Communication and Media

Fifth Grade

- Public Service
- Manufacturing
- Agri-Business
- Marine Science
- Construction

Sixth Grade

- Fine Arts and Humanities
- Consumer and Homemaking
- Marketing and Distribution
- Personal Service
- Business and Office

APPENDIX M

SAMPLE ENGLISH CURRICULAR MATERIALS

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UNIT III

OVERVIEW: PARAGRAPHING

Writing is one of the four basic concepts in communication. It is important that high school students learn to write, for theirs is a world of questions and confusion, and the young people need to be heard and recognized. Writing, like any form of expression, reflects the individual. It is through writing that communication is put into concrete terms; therefore, what one writes must be clear, grammatically feasible, well-punctuated, organized, structured, and intelligently worded. The way a person organizes sentences and uses words determines his ability to communicate.

In oral communication one knows whether his ideas are understood by his listeners, and he has the opportunity of restating them or further explaining them if necessary. The circumstance changes in written communication, however, because the writer cannot follow his work around to restate ideas and to correct misunderstandings, he must make himself unmistakably clear before he releases his final copy.

This unit deals with the major aspects of paragraph writing: sentence structure, parts of speech, capitalization, punctuation, vocabulary, and unity and coherence in paragraphs. It is not called a grammar unit because its basic goal is not just knowledge of grammar. Grammar is the chest of tools that enables one to build effective sentences and repair faulty ones. Too many students reject English because grammar study is overemphasized.

Students whose major interest is house care need to be guided to use grammar as the valuable tool that it is in order to write strong, clear sentences and paragraphs. In this unit there are practical exercises designed to motivate students ranging in ability levels from the very low to the very high.

The purpose of this unit is to teach the students to think and to organize their thoughts into logical sentences and paragraphs. If they can do this, they can communicate through writing.

UNIT III
PARAGRAPHING

3-0-0 At chosen intervals of the paragraphs unit, the house care students will demonstrate their knowledge of writing paragraphs (including correct mechanics) by at least 60% accuracy score on paragraphs assigned by the teacher.

3-1-0 During several class periods, the teacher will explain sentence structure by using teaching aids and evaluation handouts as evidenced by the projects monitorial system.

3-1-1 Use a teacher made transparency to explain the necessary elements of a sentence.

A. A sentence must have a subject and predicate and make a complete thought. (You may be understood as a subject.)

B. Give examples of sentences.
   1. I love my sterling flatware.
   2. Wax cannot prevent damage caused by allowing liquids to stand on the finish indefinitely.
   3. Diapers will often benefit from a soaking before washing.
   4. Demonstrate how to remove a peach stain.
   5. That a hot iron is too hot for nylon fabric.

3-1-2 Use a grease pencil and have students to underline the verbs and subjects in the above sentences. Discuss.

3-1-3 Teach fragments, run-ons, and sentences by using handouts 3-1-3-A, 3-1-3-B, and 3-1-3-C as needed.

3-1-4 Put the following terms on the chalk board; have the students to define each and write correct sentences using each.

a la mode
au gratin
bisque
canape
entree
souffle
pureé
roux
mocha
marinate
garnish
glaze

3-1-5 Place students in small groups to evaluate work. If there is any discrepancy, discuss the work in question.

3-1-6 Introduce sentence structure by using film, "Sentences: Simple, Compound, and Complex."

3-1-7 Give written examples on a transparency and discuss sentences according to structure.

A. Simple
B. Compound
C. Complex
D. Compound-Complex

3-1-8 Use handouts for students to work; discuss.

3-1-9 Present a poster explaining the sentences according to use.

A. Declarative
B. Imperative
C. Exclamatory
D. Interrogative

3-1-10 By using the poster and lecturing, have the students label sentences from 3-1-8 according to use. Use second blank under each sentence.

3-1-11 Discuss sentences according to structure and use.

3-1-12 Teach students prepositional phrases by first passing out handouts of common prepositions.

3-1-13 Discuss the list and ask students to add nouns related to house care to make phrases. (Handout 3-1-11)

3-1-14 Discuss the difference between adjectives phrases and adverb phrases, using filmstrip for visual aid.

3-1-15 Use handouts for seat work.

3-1-16 Oral discussion of handout 3-1-14

3-2-0 During this class period, the teacher will conduct a written evaluation to determine the students' progress.

3-3-0 During several class periods, the teacher will conduct a segment in the paragraph unit concerning the development of the paragraph as documented by monitoring certain written activities.

3-3-1 By using the bulletin board as a teaching aid, explain the elements in a good paragraph.

A. Topic sentence
B. Unity
C. Tone
D. Coherence
E. Transitions

3-3-2 Show film: "Writing a Good Paragraph" (15 minutes-black and white)

3-3-3 Discuss the film by asking questions related to the bulletin board.

3-3-4 Use handouts to help students recognize main topics and details.

3-3-5 Use visual aids to reinforce teaching, discussions to follow.

3-3-6 Begin the discussion of different types of paragraph with the definitive paragraph. Use handouts 3-3-6-A to teach transitions, and use 3-3-6-B for definitive paragraphs.

3-3-7 Develop one of the following ideas by the use of definition:

A. A good chef is one who......
B. A good homemaker is one who......
C. A good landscape person is......

3-3-8 Use handouts to evaluate paragraphs.

3-3-9 Correct all mistakes in paragraph and put them on the bulletin board for the students to read.

3-3-10 Use filmstrips: "Steps in a Paragraph"

A. Steps 4-5 #129-2
B. Steps 8-9 #129-4

3-3-11 Discuss filmstrips and relate the materials to the paragraphs on the bulletin board.

3-3-12 Select several paragraphs that describe; read two to the class. Write on the chalk board the definition selected by the class for a descriptive paragraph. After having done this, define it for the class if they did not do it correctly.

3-3-13 Use handout as a teaching aid.

3-3-14 Choose any subject related to house care; write a descriptive paragraph to be evaluated by the class.

3-3-15 Use handout 3-3-8 as a guide and do a class evaluation. Return papers to owners for corrections.

3-3-16 Take down definitive paragraphs from the bulletin board; make a new display of descriptive paragraphs.

3-3-17 Use film, "Comprehension Skills" to reinforce comprehension in paragraph reasoning, discussion to follow.

3-3-18 Develop a paragraph through comparison or contrast; use handouts of 3-3-8-A and 3-3-8-B.

3-3-19 Students read several pamphlets on kitchen appliances; do a comparison or contrast paragraph from readings.

3-3-20 Hand in for teacher evaluation.

3-3-21 Cut from several periodicals some cause and effect paragraphs. Pass these examples out among the students and lead a discussion of the following:

- A. Discuss the topic sentence as it answers the question, "why?"
- B. Discussion of theme
- C. Is there unity?
- D. What are the "convincing" reasons in each paragraph?

3-3-22 Have the students read some cause and effect paragraphs from house care pamphlets; discuss several.

3-4-0 Concluding the paragraph lessons, the teacher will assign various types of paragraphs for the students to write; the project teacher will evaluate each, using handout 3-3-8 as a guide.

3-5-0 Throughout the lessons, the teacher will use supplementary materials to emphasize the importance of building good capitalization and punctuation habits as evidenced by the project monitorial system.

3-5-1 Use capital letters accurately.

- A. Explain the importance of capitalization.
  1. Capitalization is a writing signal; it points out certain words that should be significant.
  2. A message might be improperly conveyed by incorrect capitalization.
  3. The basic reason for learning the principles of capitalization is clarity in communication.

- B. Review the rule of capitalization and end punctuation. Use Use handout 3-5-1-A as a guide and 3-5-1-B as an evaluation.

3-5-2 Discuss the proper use of commas by using handouts.

3-5-3 Reinforce lesson by using filmstrip: "The Comma: Other Uses"

3-5-4 Have students write examples to illustrate their knowledge of commas.

3-5-5 Discuss students' work, using handouts 3-5-2 as an evaluation guide.

3-5-6 Discuss rules for apostrophes, colons, and semicolons. Use handouts.

3-5-7 Work our needed lessons for teaching, using transparencies on the overhead as the method of presentation.

3-5-8 Use filmstrip to reinforce.

3-5-9 Have the students search for different examples of apostrophes, colons, and semicolons being used in published articles, having them explain how the rule applies in each case.

3-5-10 Have the students create a game for review. Some suggestions are:

Concentration
Baseball
Bingo

3-6-0 At the end of the lessons on capitalization and punctuation, the teacher will administer, collect, score, and compile test results for each student as evidenced by the project monitorial system.

FACTS ABOUT FRAGMENTS

Definition: A fragment is a group of words lacking a subject or predicate, or both. There is no complete thought as it is only a fragment (part) of a sentence.

Some examples of fragments are:

A. Part of a compound predicate:
Example: The garden prepared the soil. And then planted the seed.

B. Appositive:
Example: I did the laundry for Sue. My sick neighbor.

C. Prepositional phrase:
Example: With the money in the bank. I can now begin to purchase my china.

D. Verbal phrase:
Example: Ella cut her hand. Trying to carve the turkey.

Correcting sentence fragments:

There are two ways to correct a sentence fragments.

A. Add the fragment to the sentence that either preceded or follows.
Example: Ella cut her hand, trying to carve the turkey.

B. Add other words to the fragment to make a complete thought.
Example: The gardener prepared the soil, and then he planted the seed.

NOTE: In conversation skilled writers deliberately use fragments. The reader knows that certain words are understood.

Example: "Are enzymes biodegradable?" "Yes, shall I tell you why?" "Ye-yes-but /tell me/ some other time." "No, /I'll tell you/ now.

FACTS ABOUT RUN-ON SENTENCES

Definition: A run-on sentence is one in which two or more complete thoughts are written incorrectly as one sentence.

Types of run-ons:

A. Those that are run together with no separating punctuation:
Example: Mahogany is a costly wood pine is cheaper.

B. Those that are run together with a comma or commas between the parts.
Example: The candy must be cooked slowly, it should boil for fifteen minutes.

C. Those that run together by the repetition of the words "and" or "and so."
Example: Jim helped his wife polish the silver and the table setting looked lovely that evening.

Correcting run-ons

There are three ways to correct run-ons.

A. The idea may be made into two separate sentences.
Example: Mahogany is costly. Pine is cheaper.

B. The ideas may be combined into a good compound sentnence.
Example: Jim helped his wife polish the silver, and the table setting looked lovely that evening.

C. One or more of the ideas can be turned into phrases or dependent clauses.
Example: After boiling the candy for fifteen minutes, it must then cook slowly. (dependent cluase)

Example: Having boiled the candy for fifteen minutes, it must then cook slowly. (phrases)

3-1-3-C

FRAGMENTS, RUN-ONS, AND SENTENCES

Directions: A. Below is a list that includes fragments, run-ons, and sentences. You are to place an F by fragments, R by run-ons, and an S by sentences.

B. After identifying the list, correct all fragments and run-ons so that they will be correct sentences. Use handouts 3-1-3-A and 3-1-3-B as a guide.

(A)

________ 1. The electric skillet is a minor appliance, the dishwasher is a major one.

________ 2. I used my Bissell. My new sweeper.

________ 3. One should store linens in a fashion designed for rotation use.

________ 4. An adequate medicine cabinet is a must, and an attractive shelf for cosmetics is desirable for a well arranged bathroom.

________ 5. The hall closet is a good place to store games, card tables, and luggage. Which is not used often.

________ 6. Using the vacuum first. Begin with the living room as it helps you face the other area to be vacuumed more easily.

________ 7. By removing furniture out from the wall. Be sure to clean the moldings, picture frames, window sills and frames, baseboards, Venetian blinds, draperies, lamps.

________ 8. Each day give traffic areas a quick pick-up. And remove spots promptly.

________ 9. Keep disinfectants and deodorizers in a safe place.

________10. The Micro wave is convenient, it cooks food so quickly.

(B)
Corrections:

SENTENCE STRUCTURE

Determine which sentences are simple, compound, complex, or compound complex by underlining the independent clauses once and the dependent clauses twice.

On the first blank beneath each sentence, state the kind of sentence it is according to structure. (The second line will be used in a later lesson.)

1. There are many kinds of jobs related to house care.

_______________ _______________

2. Don't you think the Holiday Inn would be a nice place to work?

_______________ _______________

3. When we studied fire prevention, we learned what we should do in case of a fire.

_______________ _______________

4. Proter and Gamble hired Sue after she completed her home care course.

_______________ _______________

5. Please, bring me your recipe for stew.

_______________ _______________

6. What do we wash in hot water, Mother?

_______________ _______________

7. Call the fire department at once!

_______________ _______________

8. Woolens are beautiful, but cottons are less expensive.

_______________ _______________

9. Starch that table cloth.

_______________ _______________

3-1-8 (Cont.)

10. I bought a new knife, but I lost it because I was careless with my packages.

____________________ ____________________

11. In selecting a new sewing machine, I must consider many points.

____________________ ____________________

12. Do you have any foreign recipes that you got while in Europe?

____________________ ____________________

13. I read an article, "Making Cleaning Fun," and I followed the advice; it worked beautifully.

____________________ ____________________

14. The soufflé must be served hot, or it will fall.

____________________ ____________________

15. For desset I shall serve a parfait.

____________________ ____________________

16. Modular housing and mobile living are here to stay.

____________________ ____________________

17. Answer the phone, please.

____________________ ____________________

18. Pets, as well as children, need special love and care if they are to survive and do well.

____________________ ____________________

19. When I prepared the au gratin potatoes, I used American cheese.

____________________ ____________________

20. Did you buy beef or chicken bouillon cubes?

____________________ ____________________

COMMON PREPOSITIONS

A. Below is a list of preposition; learn them.

about
above
across
after
against
along
among
around
at
before
behind
below
beneath
beside
besides
between
beyond
but (except)
by
concerning
down
during
except
for
from
in
into
like
near
of
off
on
out
outside
over
past
round
since
through
till
to
toward
under
underneath
until
up
upon
with
within
without

B. By using nouns related to house care, make prepositional phrases from the above list.

ADJECTIVE AND ADVERB PHRASES

Be familiar with two or more word prepositions:

because of
in spite of
instead of
on account of
apart from
according to
by means of
in place of
out of as to

In the following sentences, circle the prepositions and underline the whole prepositional phrse. Be prepared to tell whether that phrase is used adverbially or adjectively.

1. The grain of maple is normally straight.
2. Rock maple of the northern United States is a beautiful wood.
3. Arrange every group of furniture for a purpose.
4. Create a feeling of oneness for the entire room.
5. Mrs. Jenkins balanced the pieces of furniture in a group at the first spot seen as you enter the family room.
6. Arm steaks are located on the arm side of the chuck and have a higher proportion of lean meat than blade steaks.
7. All of the class went on a field trip but me.
8. I prepared waffels for breakfast, and I cooked the sausage in my new electric skillet.
9. The rising cost of living is out of sight!
10. We moved to a new city where my father became the chef in a famous restaurant.

SENTENCE EVALUATION

I. Directions: Write two examples of each of the following sentences according to structure. Then tell how each is used.

Structure

A. (Simple) 1.____

2.____

B. (Compound) 3.______________________________________

4.______________________________________

C. (Complex) 5._______________________________________

6._______________________________________

D. (Compound-Complex) 7.________________________________

8.________________________________

Use

1.____

2.____

3.____

4.____

5.____

6.____

7.____

8.____

II. Define:

A. preposition-

3-2-0 (Cont.)

B. prepositional phrases-

III. Write two sentences illustrating your knowledge of prepositional phrases being used adjectively and two being used adverbially.

A. Adjectively
   1.

   2.

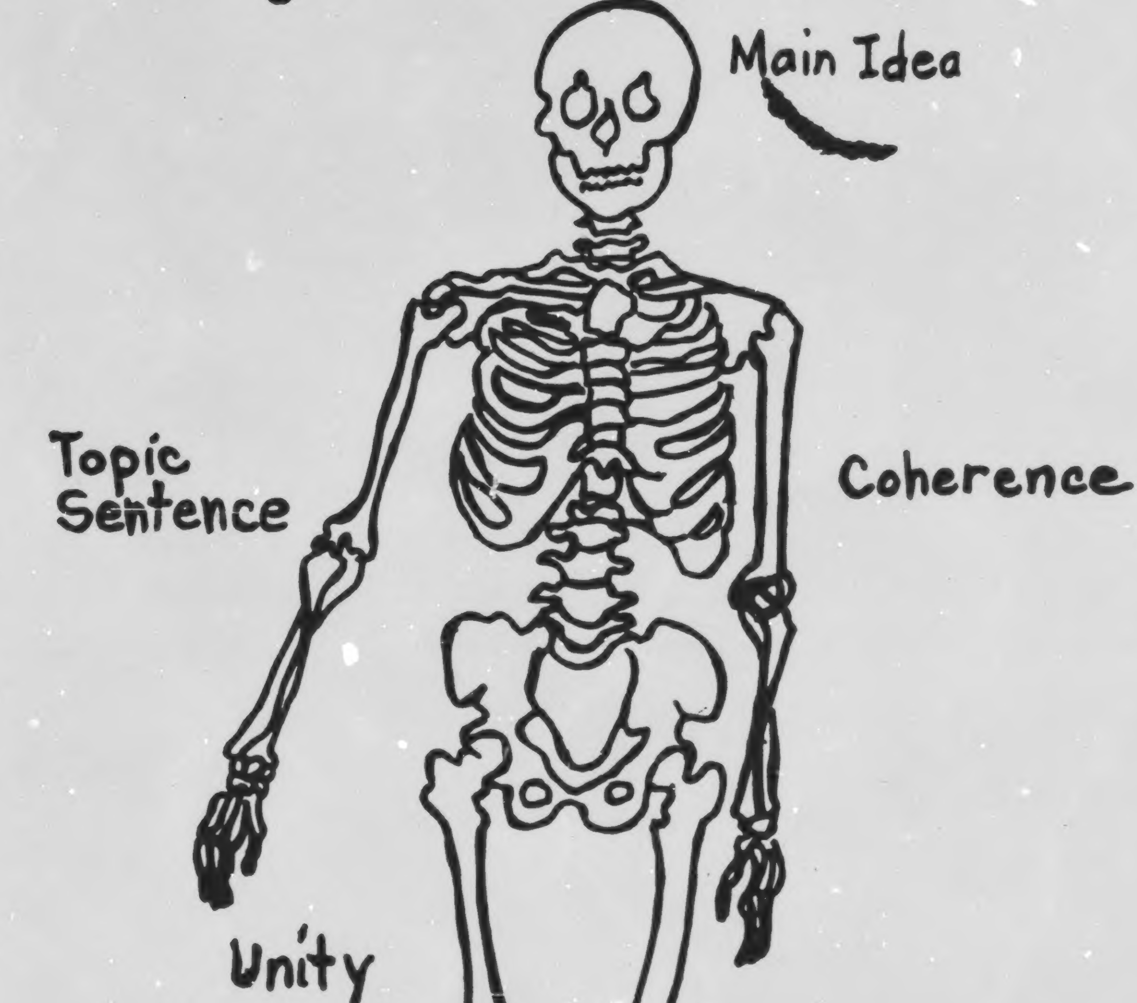
B. Adverbially
   1.

   2.

Check your papers for errors!

3-3-1

A good paragraph like skeletons needs good bones, such as:


Main Idea
Topic Sentence
Coherence
Unity
Tone
Transitional
Words

READING FOR MAIN IDEAS
Recognizing Main Topics and Details

I. One basic reading skill that should become automatic is the ability to recognize main ideas. Fortunately, it is a skill that can be practiced repeatedly.

You know that every good paragraph has one main idea, or topic, and that every sentence in the paragraph says something about that topic.

1. Thinking of the Main Topic

As you read each numbered list of items below, think "What one term includes all these items?"

Write your answer on the line after each list. (You may want to use more than one word in some cases.)

1. *Herald*, *Times*, *Journal*, *Chronicle*: ______________________
2. Blackboard, desks, books, chairs, maps, bulletin board: ______________________
3. Football, hockey, tennis, golf, basketball, baseball: ______________________
4. Encyclopedia, dictionary. *World Almanac*, *Who's Who*, *Reader's Guide*: ______________________
5. Jacket, cape, overcoat, trousers, skirt, blouse: ______________________
6. Overshoes, moccasins, slippers, pumps, rubbers, oxfords, loafers: ______________________
7. Rolls, muffins, doughnuts, beetles, bees: ______________________
8. Ants, crickets, dragonflies, beetles, bees: ______________________

II. Using an outline form

When you determine the main topic, as you have been doing, you are taking the first step in making an outline. The two lists below have been set up in outline form, but with a blank for each main topic. Beside each Roman numeral write the main topic, beginning it with a capital. You may use more than one word.

I ______________________

A. Gymnasium
B. Auditorium
C. Library
D. Cafeteria

I ______________________

A. Opera
B. Television
C. Motion pictures
D. Stage plays

III. Reorganizing Main Topics

You have had practice in Exercises I and II in thinking of a main topic to cover the details in a given list. Now it should be easy for you to select the main topic when it is included in the list. Find the main topic in each of the four lists of words below and draw a circle around it.

9. Tractors
Jeeps
Trucks
Vehicles
Automobiles
Buses

10. Tax collector
Mayor
City officials
Auditor
Council members
Water commissioner

11. Quiz shows
Television programs
Newscasts
Spectaculars
Comedy hours
Dramas

12. Analyzing words
Recognizing main ideas
Adjusting speed
Using context clues
Reading skills
Following author's plan

IV. Discarding details that do not belong

The blank lines to the right of the lists below represent parts of outlines. In each list find one main idea and write it beside the letter A as if it were a subtopic in an outline. Then list the remaining items which belong under this subtopic. If you find details that do not belong, discard them, leaving one or more lines blank. (Capitalize the first word of each subtopic and detail.)

Bungalows
Igloos
Tepees
Dwellings
Capitols
Tenements

A. ______________________
1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

3-3-4 (Cont.)

Cottages 6. ______________________________

Making model planes A. ______________________________
Using leisure time 1. ______________________________
Watching television 2. ______________________________
Collecting stamps 3. ______________________________
Attending a concert 4. ______________________________
Attending school 5. ______________________________
Reading a novel 6. ______________________________

Muffler A. ______________________________
Fuel pump 1. ______________________________
Horn 2. ______________________________
Electric clock 3. ______________________________
Speedometer 4. ______________________________
Clutch 5. ______________________________
Functional parts 6. ______________________________

3-3-6-A

TRANSITIONS

Definitions

1. Main ideas - The idea (subject) of the paragraph is called the main idea.
2. Topic sentence - The topic sentence states, in general terms, the main thought of the paragraph, the central idea that the writer especially wants the reader to get.
3. Coherence - Coherence is the term applied to give a specific order to paragraphs. Coherence may be: space order, comparison, interest, or difficulty.
4. Unity - Unity is having all sentences in the paragraph related to the main idea.
5. Tone - Tone is the manner in which one writes or speaks. In speaking or writing, one may develop a gay, sad, or somber tone.
6. Transitional Words - Transitional words (links) are those words that a writer uses to hold sentences and/or paragraphs together.

   A. Correct usage of direct links makes it possible for the reader to follow smoothly without being jolted by a sudden break or gap in thought.

   In narrative paragraphs, it is important to show the reader the time relationship between sentences.

   First...
   Then...
   At last...
   The next week...
   Soon afterward...
   A minute later...
   In the meantime...
   On the following day...
   Before answering him...
   As soon as I saw them...

   In descriptive paragraphs, direct linking expressions are especially important; in order to get a clear picture, the reader must know not only what details to see but also how they are related to one another. Linking expressions like these should be used wherever they are needed to show this relationship:

   Directly ahead...
   To the left...
   Ten feet from the shore...
   Along the east wall...
   Below...
   As you turn right...
   At the top...
   Across the hall...

   In expository paragraphs explaining how to make or do something, specific linking expressions like the following will guide the reader smoothly through the steps of the process:

3-3-6-A (Cont.)

First...
Next...
Last of all...
Then...
After applying the first coat...
Before you trim the edge...
When the glue is tacky...
As soon as it hardens...

When the details in the paragraphs give reasons, examples, or illustrations, you can clearly show the connection between sentences by using such linking words as these:

In the first place...
For example...
Moreover...
For instance...
In the third place...
Furthermore...
Just as important...
Finally...

To make sure the reader understands that you intend a contrast between the details in two sentences, you should emphasize the contrast with specific linking words--for example:

But...
On the other hand...
In spite of this...
In grade school...
However...
Nevertheless...
A year ago...Now...
In high school...

And to make clear the connection between two sentences, the first stating a cause and the second stating the result or effect, tie the sentences neatly together with one of the following linking words of expressions:

Therefore...
So...So...
For this reason...
As a result...
Consquently...
Because of this...

B. The use of pronouns referring to a noun in a preceding sentence, the repetition of key words or phrases, the use of synonyms or substitute words to "echo" important words in previous sentences--are also effective in linking related ideas. These are called indirect links.

3-3-6-B

DEFINITIVE PARAGRAPHS

Read the paragraph; answer questions and discuss:

SILVER

Almost from the dawn of history, silver has contributed to the graciousness of daily living. Its use in the making of articles of tableware goes back as far as we can trace the story of civilization itself. The first record of the ancient craft of silversmithing was engraved in Egyptian stone in 2,5000 B.C. The books of the Old Testament speak often of the silversmiths and the metal...and in Greek and Roman classical literature, countless references are made to cups, bowls, and serving pieces of "gleaming silver". Even the period of the Dark Ages was a significant era for silver, for during that time, the term "sterling" began to be used for money of standard weight or quality. Over the years, the word "sterling" has come into our language to describe in general the qualities of honesty and integrity.

With the dawn of the Renaissance in the 15th century, silversmithing reached new heights of artistic achievement. It was during this period that Benvenenuto Cellini created his beautiful designs in silver.

Discuss:

A. In how many ways does the paragraphs define the main topic?

B. Look up the word silver; why doesn't the dictionary alone complete the definition satisfactorily?

C. Find a sentence that tells what the main topic is not.

D. Cite the sentence that gives an example of what the main topic involves.

E. Evaluate the paragraph by checking one of the following:

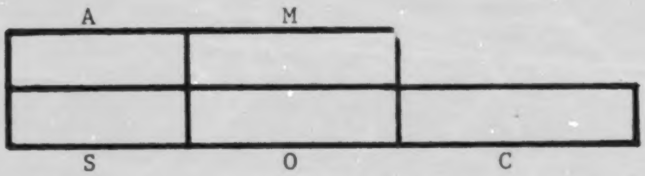
Does the paragraph have the following:	YES	NO
A. Coherence	_____	_____
B. Unity	_____	_____
C. Topic sentence	_____	_____
D. Transitions 1. Direct links	_____	_____

3-3-6-B (Cont.)

	YES	NO
2. Indirect links	_____	_____

E. What is the tone of the paragraph? Tone____________________________

3-3-8 Guide for grading themes and paragraphs



AMSOC SHEET

Each square equals 4 points with a total of 20 points.

4-excellent
3-good
2-fair
1-poor

A-Appearance
1. Neatness
2. Correct form
3. Correct margins
4. Correct identations

M-Mechanics
1. Capitalization
2. Punctuation
3. Spelling
4. Hyphenation

S-Sentence Structure
1. Fragments
2. Run-on sentences
3. Grammar essentials
4. Subject-verb aggreement

O-Organization
1. Word choice, imagery
2. Logical arrangement
3. Order with - in the sentence
4. Types of sentences-natural or inverted order

C-Content
1. Originality
2. Completeness

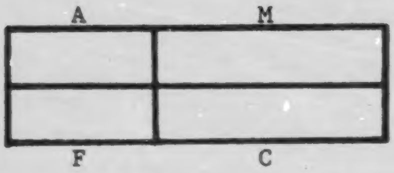
Grading Scale

Themes, paragraphs, etc.

A (19-20)
B (17-18)
C (15-16)
D (13-14)
F (12-0)

Outline

A-Appearance
B-Mechanics
F-Form
C-Content



Grading Scale

Outline

A (15-16) C (11-12)
B (13-14) D (10-8)
F (0-7)

PARAGRAPH

As a work center for the preparation of food, a kitchen must be cheerful, sanitary, well ventilated, and adequately lighted. Surfaces should be durable, nonabsorbent, stain resistant, and easily cleaned. In addition to these qualities, counter surfaces should be heat resistant. Closets must be verminproof. Cross ventilation is desirable for the comfort of the worker. An exhaust fan is recommended for the removal of odors and some of the cooking heat. Near the kitchen door, there should be a table or counter for receiving and separating produce and groceries. Between the kitchen and living area there should be a closet for cleaning supplies and equipment.

A. Is this a descriptive paragraph?

B. What is being described?

C. List five items that are described in the kitchen? List words that describe each item.

D. Would you like to prepare food in this kitchen, why?

PARAGRAPH

In selecting bedroom furniture, the first requirement is a good place to sleep. Many people share a room, the cost of two single beds and two sets of bed furnishings is nearly twice that of a double bed and one set of double bed furnishings. Two single beds require more space than a double bed. Too, the laundry is more expensive for two twin beds than one double. But if the beds are to be for a guest room, twins beds are more desirable.

A. What is being compared; be specific?

B. List ways in which they are compared.
   1.
   2.
   3.

PARAGRAPH

Depending on preference and time available, dishes can be air dried or towel dried. While it is more sanitary to air dry dishes because they will be handled less, towel drying is sometimes desirable or necessary. Glassware and flatware will sparkle more with towel drying since it removes the last traces of water droplets which can spot when allowed to evaporate, especially in hard water areas. The important thing to remember is to keep dishtowels spotlessly clean.

Defend by completing the two following:

A. Air drying is better......

B. Towel drying is better......

A. Rules of Capitalization

1. Begin every new sentence with a capital letter.
   Example: Her new car was dark red. It was a Mustang. Breezing over the hill, she was caught exceeding the speed limit.

2. Begin the first word of a direct quotation with a captial letter.
   Example: "When will my car be ready to drive?" the lady asked the mechanic. The foreman yelled, "Watch out for that wrench!"

3. Capitalize the names of persons.
   Example: Henry Ford   Andy Granatelli

4. Capitalize the names of (a) continents, (b) countries (c) states, (d) streets, (e) parks, (f) rivers, and (g) particular buildings.
   Example: (a) North America; Africa
   (b) Mexico; France
   (c) Indiana; Louisiana
   (d) Baja Avenue; South Street
   (e) Palisade Park; Elm Street
   (f) Red River; Cane River
   (g) Natchitoches Central High School
   Empire State Building

5. Capitalize the names of nationalities and races.
   Example: Mexican; Negro; Caucasian

6. Capitalize points of the compass only when those names mean a particular section of the country, not a direction of travel.
   Example: We live in the South.
   He traveled south for 100 miles and then turned west.

7. Capitalize the word city only when it is a part of the name of the city.
   Example: Morgan City is in St. Mary Parish.
   We live in the city of Natchitoches.

8. Capitalize the names of particular companies, associations, societies, commissions, bureaus, boards, departments, schools political parties, unions, conventions, fraternities, clubs and religious bodies.
   Examples: Chrysler Corporation
   Automobile Manufacturer's Association
   Democratic Party
   United Auto Workers' Union

3-5-1-A (continued)

9. Capitalize the names of international organizations and of governmental bodies and their branches.
Examples: United Nations
Natchitoches Recreation Department

10. Capitalize the names of commercial products.
Examples: Dodge Dart; Quaker State Motor Oil

11. Capitalize the names of holidays, months, and days of the week.

12. Capitalize all important words in the names of treaties, legislative acts or bills, and other documents.
Example: Bill of Rights; G. I. Bill

13. Capitalize proper nouns used as adjectives.
Example: English language
Volkswagen chassis

14. Capitalize the first word and all nouns in the salutation of a letter, and the first word of the complimentary close.
Example: Dear Sir:
Yours truly,

15. Capitalize the first word and all main words in the titles of (a) books, (b) magazines, (c) newspapers, (d) television programs, (e) movies, and (f) articles.
Example: (a) The Magnificent Jalopy by John Tomerline
(b) Popular Mechanics
(c) The New York Times
(d) "My World and Welcome to It"
(e) Grand Prix
(f) "How to Use High-Speed Tools" (magazine article)

16. Capitalize professional, business, military, religious, and family titles that come before names of persons.
Example: Doctor Joe Green
Captain Ted Anderson

Adapted from The New Building Better English 11 (4th ed.) and Business English and Communication (3rd ed.).

B. Rules for Periods

1. Use a period after (a) declarative sentences, (b) imperative sentences, (c) after indirect questions, and (d) after requests phrases as questions.
   Example: (a) The engine is running smoothly.
   (b) Check the oil.
   (c) He asked whether the fuel pump had been working properly.
   (d) Will you please ask her to sit down.

2. Use a period after an abbreviation or initial.
   Examples:
   P.M.; Rev. W. E. Jones; lb.

3. Use a period to indicate a decimal fraction or dollars and cents.
   Examples:
   .7 (seven-tenths)
   $4.81 (four dollars and eighty-one cents)

Rules for question marks and exclamation points

C.

1. A question mark is used after every direct question.
   Examples:
   Where are my keys?
   This car has been wrecked, hasn't it?

2. An exclamation point is used after a word, phrase, or sentence that expresses strong feeling.
   Example: Wow! Look at that chopper!

Adapted from Business English and Communication (3rd Ed.)

3-5-1-B

CAPITALIZATION AND END PUNCTUATION

Directions: Rewrite the following sentences, capitalizing and punctuation according to rules discussed in 3-5-1-A and 3-5-1-B.

1. many american women are working in public
2. what are the characteristics of the jacobean period of furniture styles
3. the goden age in furniture was reached during the eighteenth century in england when such craftsmen as chippendale, sheraton, and hepplewhite created the most beautiful furniture forms ever made
4. rich honduras mahogany is a beautiful wood
5. how may i remove severe burns and blemishes on wood finishes
6. let that coat seal for at least twenty-four hours
7. what art works were produced during colonial times
8. remember that you need three times as much tomato juice as orange juice to get the same amount of vitamin c
9. we have a general electric deluxe no frost freezer
10. on sunday, mother eats only post raisin bran with milk for a snack

SCORE:____________________

Rules for Commas

1. Use a comma or commas to set off a name in direct address.
   Examples:
   A. Mrs. Ramsey, the stove is in need of repair.
   B. The cost of a new stove, Mrs. Ramsey, will be $249.00.

2. Use commas to separate parts of a date from one another and from any words following the date.
   Examples:
   A. The antique exhibition took place in July, 1973.
   B. On Sunday, July 9, 1972, I attended a furniture show.

3. Use commas to separate parts of an address. Place a comma after the last part if it does not end the sentence.
   Examples:
   A. Racine, Wisconsin, is the place to order the Johnson's Wax pamphlet, "First Aid for Furniture."
   B. We have lived at 910 Nettie Street, Natchitoches, Louisiana 71457 since 1966.

4. Use commas to set off introductory words or expressions.
   Examples:
   A. No, I did not polish the floor.
   B. Oh, I forgot to turn on the clothes dryer.
   C. Well, I'll make the beds while you do the dusting, Sally.

5. Use a comma or commas to set off appositives unless the appositive is very short and closely related to the word it explains.
   Examples:
   A. My text book, Homes With Character, is well illustrated.
   B. I met my friend Betty in elementary school.

6. Use a comma after the complim tary close of any letter, and after the salutation in a friendly letter.
   Examples:
   A. Yours sincerely
   B. Dear Mrs. Jacob

7. Use commas between words, phr es, or clauses in a series.
   Examples:
   A. Our teacher purchased paint, varnish, wax, and several brushes.
   B. Before we paint the kitchen, we need to clean the walls, cabinets, and molding.

3-5-2 (Cont.)

8. Use a comma to mark words left out.
Examples:
Mary has a Tappan range; Jeanette, a General Electric.

9. Use a comma to separate the main parts of a compound sentence if the parts are joined by and, but, or, or nor.
Examples:
Do not fail to read the label, or you may be sorry.

10. Use a comma to set off direct quotations.
Examples:
A. "Mother, can you help me select my china, asked Terry," if I am able to do this afternoon?
B. "Write to Towle Silversmiths to get your information," replied the manager.

11. Use a comma to set off words that change statement into a question or exclamatory sentence.
Examples:
A. It's time to renew our house insurance, isn't it?
B. You've had new carpet laid, haven't you!

12. Use a comma to set off an introductory phrase or clause.
Examples:
A. Having discussed backgrounds in general, it's time we consider the floors.
B. Since you have chosen a fireplace to be the center of interest, you can relax.

13. Use commas to set off titles or degrees after a person's name.
Examples:
Josephine Alex, M.D., is my doctor.

14. Use a comma to separate thousands, millions, billions, and so on, numbers of four or more digits.
Examples:
A. 6,813
B. 53,196
C. 3,500,000

3-5-6 Rules For Apostrophes *

1. Use the apostrophe to show possession with nouns or indefinite pronouns.
    - (a) To form the possessive of any singular noun, add an apostrophe and s to the noun: Fred, Fred's car; station, station's service
    - (b) To form the possessive of a plural noun ending in s, add only an apostrophe: Managers, managers' demands; cars, cars' brake systems
    - (c) To form the possessive of a plural noun that does not end in s, add an apostrophe and s: two deer, two deer's hoofprints; children, children's sleeping comfort
    - (d) Use an apostrophe to show possession with indefinite pronouns: somebody's papers; everyone's duty

      If the indefinite pronoun is followed by else, that word takes the apostrophe: someone else's turn
    - (e) Use no apostrophe in personal, interrogative, or relative possessives: ours, yours, its, hers, theirs, whose
    - (f) Use the apostrophe with expressions of time, space and amount: a stone's throw, a two weeks' trip, a dollar's worth
    - (g) In writing the possessive of a compound noun, add the apostrophe and s to the last word of the compound: editor in chief's opinion, father-in-law's tools
    - (h) To show joint ownership, use the apostrophe with the last name only. To show separate ownership, use the apostrophe with each name.
      Example:

      I drive Sawyer and Brown's delivery truck.
      There go Sawyer's and Brown's delivery trucks.

2. Use the apostrophe to make contractions of words or numerals.
   Example:

   we're (we are)
   o'clock (of the clock)
   class of '33 (1933)

3. Use an apostrophe to mark letters left out of words, particularly in colloguial speech.
   Example:

   comin' (coming)

4. Use an apostrophe to form the plurals of letters, figures, signs, or words used simply as words.
   Example:
   You use too many and's.
   Add three 5's.
   Dot your i's.

Rules for colons and semicolons

1. Use a semicolon to separate the clauses of a compound sentence if the conjunction between the clauses is omitted.
   Example:
   Everybody wants expensive homes; some get them.

2. Use a semicolon before such expressions as however, then, moreover, nevertheless, consequently, hence, thus, for instance, in fact, that is, and therefore if they come between the clauses of a compound sentence.
   Example:
   For a moment there was silence; then the roar of the furnace came on.

3. Use semicolons to separate items in a series if there are commas within the items themselves.
   Example:
   Dodge, a product of the Chrysler Corporation; Chevrolet, a product of General Motors; and Rambler, a product of American Motors, were compared in the project.

4. Use a colon after a statement that preceded a list introduced by such an expression as the following, as follows, these, or by a number.
   Example:
   I shall need two things: time and money.

5. Use a colon after the salutation in a business letter.
   Example:
   Dear Mrs. Smith:
   Dear Sir:

6. Use a colon between numbers indicating time.
   Example:
   3:30 P.M.
   10:00 A.M.

UNIT: PARAGRAPHING

MATERIALS NEEDED

3-1-1	Teacher made transparency
3-1-2	Grease pencil and transparency (1-1-1)
3-1-3-A	Handouts
3-1-3-B	Handouts
3-1-3-C	Handouts
3-1-4	Vocabulary list on chalk board
3-1-6	16 m m Film: "Sentences: Simple, Compound, and Complex"
3-1-7	Teacher made transparency "Sentences according to Structure
3-1-8	Handouts "Sentence Structure"
3-1-9	Poster materials
3-1-10	Handouts 3-1-8
3-1-11	Handouts, "Common Prepositions"
3-1-13	Filmstrip: "Adjective and Adverb Phrases" Filmstrip Projector Kit: "Parts of Speech"
3-1-14	Handouts "Adjective and Adverb Phrases"
3-2-0	Handouts "Sentence Evaluation"
3-3-1	Bulletin board materials
3-3-2	Film: "Writing a Good Paragraph" (15 minutes-black and white) 16 m m
3-3-4	Handouts "Reading for Main Ideas"

3-3-5	Filmstrip and record: "Planning a Paragraph and Creating a Topic Sentence." Kit 27 1. Filmstrip #3-7-A 2. Recording #12-3-7 (side 1) Filmstrip projector Record player
3-3-6	Handouts 3-3-6-A
3-3-8	Handouts 3-3-6-B
3-3-10	Filmstrip machine Filmstrips: "Steps in a Paragraph" A. Steps 4-5 #129-2 B. Steps 8-9 #129-4
3-3-11	Samples of descriptive paragraphs
3-3-13	Handouts
3-3-17	Film: "Comprehensive Skills" (12 minutes, black and white)
3-3-18	Handouts
3-3-19	Pamphlets on kitchen appliances
3-3-21	Periodicals containing cause and effect paragraphs; cut out use
3-3-22	Pamphlets with cause and effect paragraphs
3-4-0	Handout 3-3-8 as teacher guide
3-5-1	Handouts 3-5-1-A and 3-5-1-B
3-5-2	Handouts
3-5-3	Filmstrip: "The Comma: Other Uses" from Kit: "Using Punctuation and Capitalization" Filmstrip projector
3-5-8	Filmstrip: "Apostrophes" from Kit: "Using Punctuation and Capitalization"
3-5-9	Periodicals for cutting
3-5-10	Materials for game to be created by class.
3-6-0	Teacher made test

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INSTRUCTIONS FOR COMPLETING UNIT REVIEW SHEET

A. Heading Information:

1. Course: Enter the name of Interest-Based Curriculum Area, for example, Science for Homemakers.

2. Teacher: Enter name of the teacher managing the instructional activities.

3. Unit Title: Enter title of the unit, for example, Common Fractions.

4. Beginning Date: Enter date unit was begun.

5. End Date: Enter date unit was completed.

I. Time Spent on Unit

Objectives: Enter the number(s) of the process-task level objectives covered, not the interim-performance objectives.

Estimated Time: Enter the estimated time for completion of each process/task objective in terms of class periods. This should be done before the unit is begun.

Actual Time: Enter the number of class periods actually used to complete the objective.

Date Completed: Enter date of the last class period spent on the task objective.

II. Objectives Covered

A. If all objectives in the unit were covered, check "yes"; if not, check "no."

B. If all objectives were not covered, list objectives by number and indicate reasons why they were not covered.

III. Appropriateness of Objectives

A. Consider the objectives, the activities, the instructional materials, and the evaluative materials. If all were appropriate for your students, check "yes." If either the objectives, the activities, materials, or evaluation were not appropriate, check "no."

B. List the number(s) of the objectives which were not appropriate--or for which materials, activities, or evaluation materials were not appropriate--and give reasons.

IV. Write any suggestions you think would improve any part of the unit.

Natchitoches Parish Schools

UNIT REVIEW SHEET

Course________________________ Teacher________________________

Unit Title________________________ Date________________________

Beginning Date________________________ End Date________________________

I. Time Spent on Unit

Objectives	Estimated Time	Actual Time	Date Completed	Comments

II. Objectives Covered

A. Covered all objectives: Yes _____ No _____

B. Objectives not covered:

Objective Number	Reasons

III. Appropriateness of Objectives, Activities, Materials, and Evaluation.

A. All objectives were appropriate: Yes _____ No _____

B. Objectives not appropriate:

Objective Number	Reasons

IV. Suggestions for Improving the Unit

____

____

____

____

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____

APPENDIX N

THIRD PARTY EVALUATOR'S REPORT

EVALUATION REPORT

Project No. V361047
Grant or Contract No. OEG-0-73-5308

An Exemplary Program in Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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July 15, 1974

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INTRODUCTION

This evaluation report was written to provide the decision-makers information needed for improving the program and to provide information for dissemination.

Part I gives background information about the program; the program is described briefly in Part 2. Next the program objectives are stated, in Part 3. The evaluation findings are presented in Part 4, followed by a summary of findings, conclusions, and recommendations. The Evaluation Design Summary Charts are given in the Appendix, along with a list of standardized instruments used, and copies of locally-developed instruments.

SUMMARY

Natchitoches Parish School Board
An Exemplary Program in Career Education

Project No. V361047
Grant No. OEG-0-73-5308

The Locale: Natchitoches Parish in Northwestern Louisiana, is characterized as a rural parish with a stable population of about 35,000 people. Census data indicates that minority groups comprise approximately 37 percent of the population. The parish has a substantial portion of lower/middle income families, with about 38 percent of all families receiving income below the poverty level. Unemployment in the parish has been consistently higher than it is in other parishes in Louisiana, and it has been higher also than the national average for rural areas.

The Program: The overall objective of this exemplary program for career education is to facilitate each student's career achievement by relating his educational program to his needs for skills that will enable him to broaden his occupational aspirations and opportunities and to earn a living. To achieve this intent, this exemplary program will focus on the following components: (a) Guidance and Counseling Component; (b) Elementary School Component; (c) Junior High School Component; (d) High School/Post High School Component.

Selected Outcomes: The following are outcomes for the major objectives for the 1973-74 program: (1) A total of 161 teachers, counselors, and administrators participated in three college-credit career education courses. More than 80 percent of the responses on a knowledge test were correct. The summer workshop group produced a curriculum guide in career education for elementary teachers. (2) Students in grades K-3 were able to identify occupations from pictures with 58 percent accuracy. (3) A sample of students, grades K-7, made only 3.8 percent higher scores on a post test on the Coopersmith Self-Esteem Inventory than they made on the pretest. (4) The overall mean gain made by students in grades 8-12 on the Career Maturity Inventory was less than ten percentile rank points. (5) More than 500 students, grades 8-9, completed prevocational courses.

PROGRAM DESCRIPTION

I. BACKGROUND INFORMATION

Natchitoches Parish is characterized as a rural parish with a stable population of about 35,000 people. Census data indicates that minority groups comprise approximately 37 percent of the population. The parish has a substantial portion of lower/middle income families, with about 38 percent of all families receiving income below the poverty level. Unemployment in the parish has been consistently higher than it is in other parishes in Louisiana, and it has been higher also than the national average for rural areas. Because of these factors it seemed imperative to the administrative staff of the Natchitoches Parish School Board that the educational needs of the students were not being met, and especially those needs of the disadvantaged students. Existing career education oriented programs at all levels needed to be expanded in terms of quality and quantity. Vocational programs were limited to one prevocational project at the junior high level, while at the senior high level, vocational courses were designed to offer entry level skills in business and distributive education, home economics, and construction. An interest-based curriculum project was available to a small population of high school students. No career-oriented programs existed at the elementary level. Counselors were not provided at the elementary level, and the guidance and counseling programs were inadequate for effective career education at the junior and senior high levels. Thus, when the career education concept began to emerge, and funds became available for grants to initiate career education programs under Section 142(C) of Part D of Public Law 90-576, the administrative staff of the Natchitoches Parish School Board felt it was the appropriate time to seek supplemental funds to launch a career education program. An application for a three-year grant of $153,959 annually was submitted on December 15, 1972, to the United States Office of Education. The application was approved and a grant for $152,440 per year was awarded to implement an exemplary program for career education for the Natchitoches Parish School Board. The grant request was for a three-year period from February 1, 1973, through January 31, 1976. The first-year funds were allocated and the project began on August 6, 1973. The purpose of this evaluation report is to present the evaluation findings, showing the extent that the program achieved its objectives.

II. IDENTIFICATION AND DESCRIPTION OF PROGRAM VARIABLES

A. The personnel variables in the program are the students, teachers, administrators, and counselors. They are described below.

1. Students. A total of 3,043 students were involved in the Natchitoches Career Education Program. Students at all educational levels participated in the program. Table 1 provides a description of the students.

Table 1: COMPOSITION OF THE STUDENTS INVOLVED IN THE NATCHITOCHES CAREER EDUCATION PROGRAM

Grade	Male		Female		Black		White		Total
	No.	%	No.	%	No.	%	No.	%	
K	73	54.10	62	45.90	63	47.00	72	53.00	135
1	77	52.38	70	47.62	79	54.00	68	46.00	147
2	87	57.60	64	42.30	86	57.00	65	43.00	151
3	71	52.90	63	47.00	65	49.00	69	51.00	134
4	61	44.50	76	55.40	69	50.00	68	50.00	137
5	82	52.20	75	47.70	74	47.00	83	53.00	157
6	71	45.80	84	54.00	75	48.00	80	52.00	155
7	45	54.00	37	45.00	53	65.00	29	35.00	82
8	155	58.90	108	41.00	155	59.00	107	41.00	263
9	220	46.70	251	53.20	302	64.00	169	36.00	471
10	224	55.30	181	44.60	239	59.00	166	41.00	405
11	230	51.30	218	48.60	303	68.00	145	32.00	448
12	179	50.00	179	50.00	222	62.00	136	38.00	358
Total	1,575	50.35	1,468	49.65	1,786	59.00	1,257	41.00	3,043

2. Teachers. One hundred sixty-eight teachers were involved in the career education program. Forty-seven of the teachers were in the career awareness component, grades K-6, while 34 were involved in career orientation/exploration activities at the junior high level, and 87 were involved in job preparation activities at the senior high level. The following table shows the distribution of the teachers in the program with regard to sex, race, training, and experience.

Table 2: COMPOSITION OF TEACHERS INVOLVED IN THE NATCHITOCHES CAREER EDUCATION PROGRAM

School	Grades	Number of Teachers	Sex		Race		BS or BA	MS or MA	Un-Known	Average Years Experience
			M	F	B	W				
Park's Elementary	K-6	24	2	22	6	18	11	13		16.8
Campti Elementary	K-6	13	2	11	5	8	7	6		17.4
North West Junior High	8	15	5	10	6	9	7	8		11.9
Natchitoches Central High	9-12	69	28	41	26	43	29	39	1	10.1
Campti High School	7-12	17	5	12	6	11	6	11		10.7
St. Matthew's School	K-12	29	8	21	15	14	19	10		11.4

3. Administrators. There were nine administrators in the career education program: the site coordinator, the research and placement officer, the career education specialist, and six principals. Information on characteristics, training and experience of the administrators is shown in the following table.

Table 3: COMPOSITION OF THE ADMINISTRATORS INVOLVED IN THE CAREER EDUCATION PROGRAM

Name	Position	Sex		Race		Degree	Years of Experience
		M	F	B	W		
O. A. Slater	Principal, Natchitoches Central	X			X	MS+30	23
W. Vansickle	Principal, Park's Elementary	X			X	ME	30
K. Dutile	Principal, North West Junior High School	X			X	MA	7
J. Hall	Principal, Campti Elementary	X			X	MA+30	20
M. Whitford	Principal, Campti High School	X			X	MA+30	13
R. Leon	Principal, St. Matthew's Elementary	X		X		BS+30	22
F. Lollar	Research and Placement Officer	X			X	BA	8
J. Vandersypen	Site Coordinator	X			X	BS	3
W. Lewis	Elementary Guidance Coordinator		X	X		MS	16

4. Counselors. Four counselors participated in the program as trainers in career achievement skills that students need for career success. Three worked on a full-time basis and two worked as career education counselors half-time. Table 4 presents characteristics, training, and experiences of the counselors.

Table 4: COMPOSITION OF THE COUNSELORS IN THE CAREER EDUCATION PROGRAM

Name	School	Level	Sex		Race		Degree	Years of Experience
			M	F	B	W		
Jessie Bernard	Natchitoches Central High School	9-12		X		X	BS+30	12
Zelma Moffet	Natchitoches Central High School	9-12		X	X		BS+30	17
Loretta Britton	Campti High School One-half time	7-12		X	X		MSE	20
Gladys Lloyd	St. Matthew's One-half time	K-12		X		X	BS+30	21

5. Other Specialists. Six other persons were involved in the program in staff or consultant position. Table 5 presents information about their characteristics and positions.

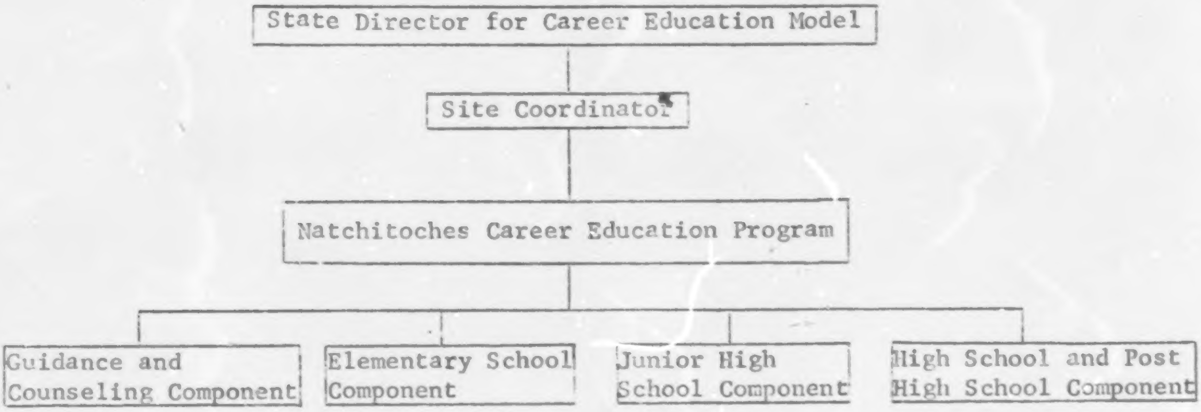
Table 5: COMPOSITION OF SPECIALISTS AND CONSULTANTS INVOLVED IN THE CAREER EDUCATION PROGRAM

Name	Position	Sex		Race		Degree
		M	F	B	W	
L. Thompson	Asst. Superintendent	X			X	ME
D. Pentecost	Supervisor		X		X	BS+30
H. Wheat	Supervisor		X		X	BS+30
B. Dennis	Consultant	X			X	Ed. D.
W. Gilbert	Consultant	X			X	MS
L. Bailey	Consultant	X			X	Ed. D.

B. The process variables in the Natchitoches Career Education Program are organization, project activities and facilities. They are described below.

1. Organization. The overall administration of the project is under the direction of the Executive Director for State Career Education Model for Louisiana State Department of Education. The site coordinator, Mr. John Vandersypen, is direcly responsible for the administration of the project.

The program is organized into four components: (a) guidance and counseling component, (b) elementary school component, (c) junior high school component, and (d) high school and post high school component. The figure below represents the organizational structure of the program.


State Director for Career Education Model
Site Coordinator
Natchitoches Career Education Program
Guidance and Counseling Component
Elementary School Component
Junior High School Component
High School and Post High School Component

2. Program Activities. The Career Education Program activities will be described by components and instructional level within the component.

a. Counseling and Guidance Component - teachers at the public school and university levels

The activities implemented in this component were directed toward increasing school staff members' awareness of career achievement skills and ability to train others. The skills include:

(1) Intrapersonal Skills - skills that will enable the student to explore his own personal world, to understand who he is and to act so as to develop his personal human resources, to increase self-awareness and self-expression.

(2) Interpersonal Skills - skills that will enable the student to relate effectively, to live effectively with others, to help others achieve career success.

(3) Problem Solving Skills - skills that will enable the student to make decisions effectively, for himself and for those he helps.

(4) Program Development Skills - skills that will enable the student to develop a sequence of steps to follow that will lead him or someone he is helping, to a specific goal.

The following activities were implemented:

(1) A three-week workshop was held in August, 1973, with 40 teachers and 11 administrators from Northwestern University and Natchitoches Parish School System participating. Training focused on career achievement skills and in-service training techniques for training additional counselors and teachers within their schools in career achievement skills. A product of this workshop was an exemplary curriculum guidebook, Career Education in Elementary Schools, which provides guidelines for integrating career education in learning activities and subject matter areas such as social studies, reading, and mathematics at each elementary grade level. The guidebook will be used in the Natchitoches Parish Elementary Schools participating in the Career Education Program.

(2) In-service training sessions were carried out by the originally trained core for 106 teachers and counselors in 5 schools during the fall 1973 and spring 1974 semesters in the Natchitoches Parish School System. The counselors and teachers who received training were faculty members of North Natchitoches Elementary, H. R. Weaver, Fairview Alpha, Allen, Robeline Elementary Schools.

b. Elementary School Component - Grades K-6

The activities implemented at this level focus on broadening the elementary students' awareness of the range of opportunities open to them in the world of work, on helping them to relate their academic life to the world of work, and in guiding them toward development of sound career goals. In kindergarten, career information is integrated with learning activities such as games, songs, action poems, and graphic material. In grades 1-6, career information units have been developed in connection with social studies, reading, and mathematics.

After teaching most of the 1973-74 school year, pilot school teachers and project staff organized a scope and sequence arranged according to grades. The clusters are based upon the developmental concept that pupils from kindergarten through grade six would experience awareness activities from each of the fifteen career clusters twice, once during the awareness stage, and again in greater depth during the motivational stage.

Table 6 presents the suggested clusters to be emphasized at different grade levels.

Table 6: SUGGESTED SCOPE AND SEQUENCE FOR CAREER EDUCATION IN ELEMENTARY SCHOOLS

Grade	Cluster
Kindergarten	Personal Service
	Public Service
	Construction
First Grade	Personal Service
	Agri-Business
	Fine Arts and Humanities
	Health
	Marine Science
Second Grade	Public Service
	Business and Office
	Marketing and Distribution
	Construction
	Environmental Management
Third Grade	Consumer and Homemaking
	Communication and Media
	Manufacturing
	Transportation
	Hospitality and Recreation
Fourth Grade	Environmental Management
	Health
	Transportation
	Hospitality and Recreation
	Communication and Media
Fifth Grade	Public Service
	Manufacturing
	Agri-Business
	Marine Science
	Construction
Sixth Grade	Fine Arts and Humanities
	Consumer and Homemaking
	Marketing and Distribution
	Personal Service
	Business and Office

c. Junior High School Component - Grades 7-9

Career Education at the junior high level is directed toward prevocational orientation and exploration in industrial arts and home services. The occupations represented in the junior high program are construction, manufacturing, power mechanics, basic electricity, house care, food management, and child care. The purpose of the program is to relate school course work and occupational areas of the students choice and to guide the student toward development of a sound career ladder.

d. Senior and Post High School Component - Grades 10-12

The Career Education Program for the high school and post high school level is designed to provide job training and preparation for gainful employment. An interest-based curriculum is used which integrates English, Math, and Science with the study of industrial arts and house service. Such a curriculum has been developed for power mechanics and is being developed for the construction trades and basic electricity. During the 1973-74 school year an interest-based curriculum guide for English, Math and Science was developed which was written in the language concepts and terminology of the service areas, that is, house care, food management, and child care.

Skills-training programs were available in power mechanics, construction trades, and basic electricity, and in house care, food management, and child care.

3. Facilities. The Career Education Program is carried out in the regular classrooms of three K-12 school complexes. Park's Elementary School, Northwestern Junior High School, and Natchitoches Central High School comprise one complex, Campti Elementary School and Campti High School comprise the second complex, and the third is St. Matthews Elementary School and High School.

C. The behavioral variables of concern in the Career Education Program were in both the cognitive and affective domains. The cognitive variables included: (1) the teachers' knowledge of career education concepts and principles, career achievement skills, and how to train others in career achievement skills; (2) students' knowledge of occupations and the relationship between school subjects and occupations; and (3) students' knowledge of career achievement skills.

In the affective domain, one objective was to improve students' self-concepts.

III. PROGRAM OBJECTIVES

The program objectives are organized according to the four components with pertinent objectives grouped under each component.

A. Guidance and Counseling Component

1. Approximately 130 teachers, counselors, and administrators will, after participation in the career education workshops, demonstrate knowledge of career education concepts and principles as measured by a locally-developed test. It is expected that the mean score will be 70 percent or higher.
2. Approximately 130 teachers, counselors, and administrators will, after participation in the career education workshops, demonstrate knowledge of career achievement skills as measured by a locally-developed test. It is expected that the mean score will be 70 percent or higher.
3. Approximately 130 teachers, counselors, and administrators will, after participating in the career education workshops, demonstrate knowledge of how to train others in career achievement skills as measured by a locally-developed test. It is expected that the mean score will be 70 percent or higher.

B. Elementary School Component

1. Students participating in the career education program, grades K-3 will demonstrate their knowledge of occupations as measured by locally-developed tests. It is expected that: Students in grades K-3 will be able to identify 50 percent of the occupations on a picture test. (Mean Score: 50 percent)

2. The students in the career education program, grades 4-6, will demonstrate their knowledge of the relationship between school subjects and occupations as measured by a locally-developed, objective-type test. It is expected that the mean score will be 70 percent or higher.

3. The students in the career education program, grades 1-6, will improve their self-concept as measured by the Coopersmith Self-Esteem Inventory. It is expected that the mean post-test raw score will be at least 10 percent higher than the mean raw score on the pretest.

C. Junior High School Component

1. The students in the career education program, grades 7-9, will increase their knowledge of the relationship between school subjects and occupations as measured by Part 3 of the Career Maturity Inventory. It is expected that the mean gain will be 10 percentile points.

2. The students in the career education program, grades 7-9, will increase their knowledge of career achievement skills as measured by the Career Maturity Inventory. It is expected that the mean post-test score will be at least 10 percentile rank points higher than the mean pretest score.

3. Approximately 500 students in the target junior high schools will complete prevocational training in industrial arts or home services. It is expected that class rolls and teacher evaluations will indicate that the students have successfully completed the courses.

D. High School and Post High School Component

1. During the 1973-74 school year, a committee of teachers involved in the career education program, with the project staff, will develop an interest-based curriculum guide in the area of house care. It is expected that 90 percent of the persons on an evaluation team will rate the curriculum guide as "adequate" or "excellent."

2. The students in the career education program, grades 10-12, will increase their knowledge of career achievement skills as measured by the Career Maturity Inventory. It is expected that the mean post-test score will be at least 10 percentile rank points higher than the mean pretest score.

3. The project staff, in conjunction with the guidance department, will demonstrate their ability to place students in employment or further training. It is expected that 70 percent of the students who complete high school or exit during the year will be placed in a job or in further training.

EVALUATION FINDINGS

IV. EVALUATION FINDINGS

The evaluation plan was designed to determine the extent to which each objective was achieved. The standards for the objectives were established on the basis of past experiences and through discussion with project personnel.

The evaluation design summary chart, in the Appendix, contains the program objectives, measuring instruments, and data collection procedures.

This section presents evaluation findings by components. The objective will be stated, the data presented, and some comments made. This pattern will be followed for each objective.

A. Guidance and Counseling Component

Objective 1: Approximately 130 teachers, counselors, and administrators will, after participation in the career education workshops, demonstrate knowledge of career education concepts and principles as measured by a locally-developed test. It is expected that the mean score will be 70 percent or higher.

A total of 161 teachers, counselors, and administrators were involved in three different workshops. Each was scheduled as a college credit course. One was taught during the summer of 1973; another in the fall, 1973; and the third one during the spring, 1974 semester. The workshops were conducted by personnel from the Northwestern State University under a contract with the State Education Agency.

To measure the effectiveness of the training sessions, it was intended that workshops be evaluated at the end of each workshop. However, since the third-party evaluator was not employed until late in October, 1973, and the coordinator of the workshop had not developed a measuring instrument, the needed instruments for evaluation were not available for the summer or fall workshops. The evaluation design for the program was finalized in January, 1974.

In an after-the-fact effort to evaluate the three objectives in this component, the project staff and evaluator designed a twenty-four item True-False test. (See copy in Appendix B.) The test was too short to adequately measure the knowledge gained by participants

The test was given in the spring, 1974 to all participants. For some participants, those who had the workshop in the summer and fall, the test was given some months after the workshops had been completed.

Table 7 presents a summary of the test results on this objective. Twelve of the test items were related to this objective.

Table 7: A SUMMARY OF PARTICIPANTS' SCORES ON A KNOWLEDGE TEST ON CAREER EDUCATION CONCEPTS

Group	Number Participants	Number Of Items	Mean Scores	
			Raw Score	Percent Correct
Summer, 1973	43	12	10.5	87.5
Fall, 1973	44	12	11.0	91.7
Spring, 1974	63	12	11.5	95.8
Totals	150	12	11.0	91.7

One major accomplishment of the summer, 1973, workshop was the production of career education curriculum guide for elementary teachers. The guide, which contained lesson plans and numerous resource aids, was used by many elementary teachers in the target schools during the 1973-74 school year.

The data shown in Table 7 above indicate that 91.7 percent of all of the responses were correct. Since the objective required the mean score to be 70 percent or higher, the objective was achieved, as measured by the short test.

Objective 2: Approximately 130 teachers, counselors, and administrators will, after participation in the career education workshops, demonstrate knowledge of career achievement skills as measured by a locally-developed test. It is expected that the mean score will be 70 percent or higher.

The extent to which this objective was achieved was measured in the same manner, and at the same time, as objective one. The same people were involved. Six of the test items were related to this objective. Table 8 gives the results of this part of the test.

Table 8: A SUMMARY OF PARTICIPANTS' SCORES ON A KNOWLEDGE TEST ON CAREER ACHIEVEMENT SKILLS

Group	Number Participants	Number Of Items	Mean Score	
			Raw Score	Percent Correct
Summer, 1973	43	6	4.9	81.7
Fall, 1973	44	6	5.1	85.0
Spring, 1974	63	6	5.7	95.0
Total	150	6	5.2	86.7

Eighty-six percent of all of the participants' answers were correct. This more than fulfills the requirement of the objective.

Objective 3: Approximately 130 teachers, counselors, and administrators will, after participating in the career education workshops, demonstrate knowledge of how to train others in career achievement skills as measured by a locally-developed test. It is expected that the mean score will be 70 percent or higher.

Six items on the knowledge test mentioned earlier were designed to measure the participants' knowledge of how to teach the career achievement skills to others. Table 9 summarizes the results of this part of the test.

Table 9: A SUMMARY OF PARTICIPANTS' SCORES ON A KNOWLEDGE TEST ON METHODS OF TRAINING OTHERS IN CAREER ACHIEVEMENT SKILLS

Group	Number Participants	Number Of Items	Mean Scores	
			Raw Score	Percent Correct
Summer, 1973	43	6	4.9	81.7
Fall, 1973	44	6	5.0	83.3
Spring, 1974	63	6	5.2	86.7
Total	150	6	5.03	83.8

All three groups attained this objective, also, as measured by the test. Almost eighty-four percent of all responses were correct.

B. Elementary School Component

Objective 1: Students participating in the career education program, grades K-3 will demonstrate their knowledge of occupations as measured by locally-developed tests. It is expected that: Students in grades K-3 will be able to identify 50 percent of the occupations on a picture test. (Mean Score: 50 percent)

The large number of students enrolled in grades K-3 made it impractical to test all of them. Instead, a random sample was selected from each grade from each school.

The procedures used in selecting student samples to be used in program evaluation was as follows:

A fifteen percent sample of students was decided on between the on-site evaluator and the third-party evaluator.

A computer print-out listing each student in the system by homeroom was obtained from the computer center. The students were numbered sequentially on each page according to class size. Fifteen percent of the students from each class in the population was chosen.

A table of random numbers taken from a psychological statistics handbook was used. A number from the table of random numbers was chosen; the student whose sequential number coincided with the random number was chosen for the sample.

The name of the student chosen was written down. The names of the students were given to each school principal. The students were grouped together by grade level and the test administered.

The test used was a simple picture identification test, administered individually. Students were asked to identify the workers shown on 24 picture cards from the Peabody Language Development Kit, Level I. (See a copy of the test and instructions in the Appendix.)

Table 10 presents a summary of the results of the tests, which were administered in April and May.

Table 10: A SUMMARY OF SCORES MADE BY A SAMPLE OF STUDENTS, GRADES K-3, ON THE PICTURE IDENTIFICATION TEST

School	Grade	Number	Mean Scores	
			Raw Score	Percent Correct
Campti Elementary School	K	6	11.0	45.8
	1	13	12.0	50.0
	2	23	19.7	82.1
	3	21	17.5	72.9
Parks Elementary School	K	10	16.0	66.7
	1	12	15.1	62.9
	2	12	17.4	72.5
	3	12	18.5	77.1
St. Matthew Elementary School	K	4	14.0	58.3
	1	4	14.5	60.4
	2	4	16.0	66.7
	3	4	16.2	67.5
	Totals:	125	16.5	68.6

The data shown in Table 10 indicate that this objective was achieved. The percent correct varied from 45.8 percent to 82 percent correct responses, with an overall average of 68.6 percent.

Objective 2: The students in the career education program, grades 4-6, will demonstrate their knowledge of the relationship between school subjects and occupations as measured by a locally-developed, objective-type test. It is expected that the mean score will be 70 percent or higher.

The test which was used to measure this objective was developed by the site coordinator and his staff. They first visited several classrooms and discussed with students the various occupations and professions which are directly related to school subjects. A list was made for each of the four basic academic areas: English, Mathematics, Science, and Social Studies. A matching test was made by using seven occupations from each of the four subject matter areas. (See Appendix for a copy of the test.)

A random sample was selected, as follows: A computer printout listing each student in the system by homeroom was obtained from the computer center. The students were numbered sequentially on each page according to class size. Fifteen percent of the students from each class in grades 4-6 was chosen.

A table of random numbers taken from a psychological statistics handbook was used. A number from the table of random numbers was chosen; the student whose sequential number coincided with the random number was chosen for the sample.

Table 11 presents the results of the test administered to the sample of students.

Table 11: A SUMMARY OF THE JOB-SUBJECT RELATEDNESS INVENTORY, GRADES 4-6

School	Grade	Number	Mean Scores	
			Raw Score	Percent Correct
Campti Elementary School	4	8	12.1	43.2
	5	12	14.5	51.8
	6	8	15.0	53.6
Parks Elementary School	4	11	17.4	62.1
	5	12	16.4	58.6
	6	11	17.2	61.4
St. Matthew Elementary School	4	5	10.8	38.6
	5	6	13.0	46.4
	6	5	9.2	32.9
	Totals:	78	14.7	52.5

The criterion stated in the objective, "70 percent or higher," was not attained by the students whose test results are seen in Table 11, above. The mean score of 14.7 is only 52.5 percent of the possible score of 28 raw score points. The objective was not achieved.

Objective 3: The students in the career education program, grades 1-6, will improve their self-concept as measured by the Coopersmith Self-Esteem Inventory. It is expected that the mean post-test raw score will be at least 10 percent higher than the mean raw score on the pretest.

To measure this objective, a random sample of students was selected, by use of the method described previously, from each grade in each target elementary school. Pretests were administered in October, 1973, and post tests in May, 1974. Table 12 presents a comparison of pretest and post-test results.

Table 12: A COMPARISON OF PRETEST AND POST-TEST SCORES OF A SAMPLE OF STUDENTS, GRADES K-7, ON THE COOPERSMITH SELF-ESTEEM INVENTORY

School	Grade	Pretests		Post tests		Differences	
		No.	Mean	No.	Mean	Raw	Percent
Campti Elementary School	K	6	31.2	6	28.0	-3.2	-10.3
	1	12	32.5	12	27.3	-5.2	-16.0
	2	12	30.5	12	33.7	3.2	10.5
	3	8	21.0	7	27.0	6.0	28.6
	4	8	34.5	8	30.5	-4.0	-11.6
	5	12	32.1	10	28.5	-3.6	-11.2
	6	8	27.2	8	30.1	2.9	10.6
Parks Elementary School	K	12	20.0	8	32.4	12.4	62.0
	1	11	24.0	12	28.5	4.5	18.8
	2	11	24.7	6	29.0	4.3	17.4
	3	12	27.7	8	27.1	- .6	- 2.2
	4	12	29.5	8	25.2	-4.3	-14.6
	5	12	30.8	10	29.6	-1.2	- 3.9
	6	12	32.5	10	33.8	1.3	4.0
St. Matthew Elementary School	1	4	24.0	2	34.0	10.0	41.7
	2	4	42.0	4	33.3	-8.7	-20.7
	3	4	24.0	4	34.0	10.0	41.7
	4	4	31.6	4	27.3	-4.3	-13.6
	5	3	24.5	4	30.6	6.1	24.9
	6	4	33.5	4	31.0	-2.5	- 7.5
	7	4	31.5	4	34.7	3.2	10.2
	Totals:	175	28.8	151	29.9	1.1	3.82

The data presented in Table 12 indicate that the objective was not achieved. The increase of 1.1 raw score points is only 3.82 percent. That is, the mean post-test score (29.9) is only 3.82 percent greater than the pretest mean of 28.8. A post-test mean score of 31.68 would have met the criterion of 10 percent.

There was wide variations in the amount of gain shown by different grades in the three schools. Many groups had a lower post-test mean score than their pretest mean score. Ten of the twenty-one groups made 10 percent gain or more.

C. Junior High School Component

Objective 1: The students in the career education program, grades 7-9, will increase their knowledge of the relationship between school subjects and occupations as measured by Part 3 of the Career Maturity Inventory. It is expected that the mean gain will be 10 percentile points.

The twenty items on Part 3, "Choosing a Job," of the Career Maturity Inventory were used as a measure of this objective. In each of the items, a description is given of an imaginary student, including information about his interests and achievement in school subjects. The question is then asked: "which of the following occupations would be best for him?" Five alternatives follow, including "Don't Know."

All of the students enrolled in the eighth and ninth grade exploratory courses of Industrial Arts Curriculum Project (World of Manufacturing and World of Construction) and Home Services took the test. Table 13 below gives a summary of the test results.

Table 13: A COMPARISON OF PRETEST AND POST-TEST SCORES OF EIGHTH AND NINTH GRADE STUDENTS ON PART 3, "CHOOSING A JOB," THE CAREER MATURITY INVENTORY

School	Grade	Pretests		Post Tests		Difference: Mean Percentile
		No.	Mean Percentile	No.	Mean Percentile	
Campti High School	8	39	36	40	38	2
	9	17	45	14	47	2
Natchitoches Central School	9	71	42	76	42	0
Northwestern Junior High School	8	233	39	232	38	-1
St. Matthew School	8	26	36	26	38	2
	9	26	42	27	43	1
	Totals:	412	39.5	415	39.4	-.1

Since the criterion stated in the objective was a mean gain of 10 percentile points, the data show the the objective was not achieved. None of the groups made the gains expected.

Objective 2: The students in the career education program, grades 7-9, will increase their knowledge of career achievement skills as measured by the Career Maturity Inventory. It is expected that the mean post-test score will be at least 10 percentile rank points higher than the mean pretest score.

The Career Maturity Inventory measures various career achievement skills. To measure the attainment of this objective, the same students who were involved in the measurement of objective one, above, took the complete CMI Competence Test and Attitude Scale. The following five tables present summaries of the test results for the eighth and ninth graders on Parts One, Two, Four, Five, and the Attitude Scale. Each part measures a different type of achievement skill, as follows:

Part 1 "Knowing Yourself," self-appraisal,
Part 2 "Knowing About Jobs," occupational information,
Part 4 "Looking Ahead," career planning,
Part 5 "What Should They Do?" problem solving, and the
"Attitude Scale," attitudes toward work.

Table 14: A COMPARISON OF PRETEST AND POST-TEST SCORES OF EIGHTH AND NINTH GRADE STUDENTS ON PART 1, "KNOWING YOURSELF," OF THE CAREER MATURITY INVENTORY

School	Grade	Pretests		Post Tests		Difference: Mean Percentile
		No.	Mean Percentile	No.	Mean Percentile	
Campti High School	8	40	22	40	25	3
	9	17	23	14	30	7
Natchitoches Central High School	9	73	21	54	23	2
Northwestern Junior High School	8	233	27	232	27	0
St. Matthew High School	8	26	21	26	24	3
	9	26	25	27	25	0
Totals		415	24.8	393	26.0	1.2

The previous table shows that none of the groups made the expected gains; Campti ninth grade made the most gain, with seven percentile points gain.

Table 15: A COMPARISON OF PRETEST AND POST-TEST SCORES OF EIGHTH AND NINTH GRADE STUDENTS ON PART 2, "KNOWING ABOUT JOBS," OF THE CAREER MATURITY INVENTORY

School	Grade	Pretests		Post Tests		Difference: Mean Percentile
		No.	Mean Percentile	No.	Mean Percentile	
Campti High School	8	41	30	40	38	8
	9	17	31	14	45	14
Natchitoches Central High School	9	73	31	54	36	5
Northwestern Junior High School	8	234	28	232	36	8
St. Matthew High School	8	26	29	26	35	6
	9	26	32	27	38	6
	Totals	417	29.2	393	36.6	7.4

The scores reported above indicate that the group as a whole made only 7.4 percentile rank points gain. However, the ninth grade at Campti did reach the objective of 10 or more points gain.

Table 16: A COMPARISON OF PRETEST AND POST-TEST SCORES OF EIGHTH AND NINTH GRADE STUDENTS ON PART 4, "LOOKING AHEAD," OF THE CAREER MATURITY INVENTORY

School	Grade	Pretests		Post Tests		Difference: Mean Percentile
		No.	Mean Percentile	No.	Mean Percentile	
Campti High School	8	41	46	40	51	5
	9	17	54	14	65	11
Natchitoches Central High School	9	73	47	54	54	7
Northwestern Junior High School	8	234	54	232	56	2
St. Matthew High School	8	26	49	26	57	8
	9	25	55	27	59	4
Totals		416	51.7	393	55.8	4.1

Only one group made the gain required by the objective, according to the data in Table 16 above. As a whole, the groups did not attain the objective.

Table 17: A COMPARISON OF PRETEST AND POST-TEST SCORES OF EIGHTH AND NINTH GRADE STUDENTS ON PART 5, "WHAT SHOULD THEY DO?", OF THE CAREER MATURITY INVENTORY

School	Grade	Pretests		Post Tests		Difference: Mean Percentile
		No.	Mean Percentile	No.	Mean Percentile	
Campti High School	8	41	36	40	50	14
	9	17	40	14	68	28
Natchitoches Central High School	9	73	37	76	48	11
Northwestern Junior High School	8	234	37	185	43	6
St. Matthew High School	8	26	32	26	34	2
	9	26	40	27	42	2
Totals		417	36.9	368	45.0	8.1

The scores in Table 17 above show that three groups made the ten percentile points gain required by the objective. However, the combined mean gain indicates that the objective was not achieved, overall.

Table 18: A COMPARISON OF PRETEST AND POST-TEST SCORES OF EIGHTH AND NINTH GRADE STUDENTS ON THE ATTITUDE SCALE OF THE CAREER MATURITY INVENTORY

		Pretests		Post Tests		
School	Grade	No.	Mean Percentile	No.	Mean Percentile	Difference: Mean Percentile
Campti High School	8	41	14	40	14	0
	9	17	19	14	27	8
Natchitoches Central High School	9	73	11	54	6	-5
Northwestern Junior High School	8	234	18	232	21	3
St. Matthew High School	8	26	8	26	14	6
	9	26	8	27	12	4
	Totals	417	15.2	393	17.4	2.2

The summary of scores shown in Table 18 above indicate that none of the groups attained the gains expected on the Attitude Scale.

In summary, the data in Tables 14 through 18 above show that the post-test mean percentiles were very little higher than the pretest means. The least gain was 1.2, on "Knowing Yourself," and the greatest gain was 8.1, on "What Should They Do?" The objective was not achieved in any of the career achievement skills, as measured by the Career Maturity Inventory, since a gain of ten percentile points was necessary to meet the requirements of the objective.

However, the gains made by the ninth grade at Campti High School should be noted. On three of the five parts this group made more than ten percentile points gain, and their mean gain for the five parts of the CMI was 13.6 percentile points.

Objective 3: Approximately 500 students in the target junior high schools will complete prevocational training in industrial arts or home services. It is expected that class rolls and teacher evaluations will indicate that the students have successfully completed the courses.

A total of eleven sections of IACP, (World of Manufacturing and World of Construction) and seven sections of Home Services were offered at the four target junior high schools. Table 19 below shows how many students were enrolled in the two areas at each school and how many students completed the courses. The data shows that the expectancy level of the objective was achieved.

Table 19: A RECORD OF THE NUMBER OF STUDENTS WHO COMPLETED PREVOCATIONAL COURSES IN THE TARGET JUNIOR HIGH SCHOOLS

School	Grade	Course	Number Enrolled	Number Completed
Campti High School	8	IACP	22	20
	8	Home Service	25	22
Natchitoches Central High	9	IACP	150	150
Northwestern Junior High	8	IACP	135	135
	8	Home Service	152	147
St. Matthew High	8	IACP	36	36
	9	Home Service	35	35
Totals			555	543

D. High School and Post High School Component

Objective 1: During the 1973-74 school year, a committee of teachers involved in the career education program, with the project staff, will develop an interest-based curriculum guide in the area of house care. It is expected that 90 percent of the persons on an evaluation team will rate the curriculum guide as "adequate" or "excellent."

The data needed for the assessment of this objective is not available at this time. The curriculum guide has been written but due to delay in printing, the curriculum guides were not returned in time to have the evaluation team to rate them. Table 20 below shows the form in which the ratings will be reported in the next quarterly report.

Table 20: A SUMMARY OF THE RATINGS
OF THE CURRICULUM GUIDES

Factor Rated	Number Of Raters	RATINGS					
		Inadequate		Adequate		Excellent	
		No.	%	No.	%	No.	%
Objectives							
Activities							
Instructional Materials							
Evaluative Materials							

Objective 2: The students in the career education program, grades 10-12, will increase their knowledge of career achievement skills as measured by the Career Maturity Inventory. It is expected that the mean post-test score will be at least 10 percentile rank points higher than the mean pretest score.

The extent to which this objective was reached was measured by pretest and post tests administered to a sample of students in grades ten, eleven, and twelve, in the three target high schools. The sample was chosen as follows:

A computer print-out listing each student in the system by homeroom was obtained from the computer center. The students were numbered sequentially on each page according to class size. Fifteen percent of the students from each class in the population was chosen.

A table of random numbers taken from a psychological statistics handbook was used. A number from the table of random numbers was chosen: the student whose sequential number coincided with the random number was chosen for the sample.

All five parts of the Career Maturity Inventory, Competence Test and the Attitude Scale were used. Since a total score on the Career Maturity Inventory is not possible, the following six tables present the results separately. The career achievement skills measured by the Career Maturity Inventory are: self-appraisal, measured by Part 1, "Knowing Yourself"; Occupational information, Part 2, "Knowing About Jobs"; decision-making and application of information, Part 3, "Choosing a Job"; career planning, Part 4, "Looking Ahead"; problem-solving, Part 5, "What Should They Do?"; and attitudes toward work, the "Attitude Scale."

Tables 21 through 26 present comparisons of pretest and post-test results on each part of the Career Maturity Inventory.

Table 21: A COMPARISON OF PRETEST AND POST-TEST SCORES OF A SAMPLE OF STUDENTS, GRADES 10-12, ON PART 1, KNOWING YOURSELF, OF THE CAREER MATURITY INVENTORY

School	Grade	Pretests		Post Tests		Difference: Mean Percentile
		No.	Mean Percentile	No.	Mean Percentile	
Campti High School	10	12	37	12	43	6
	11	6	27	6	42	15
	12	2	10	1	5	-5
Natchitoches Central High School	10	30	20	18	25	5
	11	5	13	4	21	8
	12	11	27	3	36	9
St. Matthew High School	10	6	25	6	25	0
	11	11	18	12	14	-4
	12	13	9	12	15	6
Totals		96	21.4	74	25.9	4.5

The data in Table 21 above show that only one grade attained the objective of ten points gain.

Table 22: A COMPARISON OF PRETEST AND POST-TEST SCORES OF A SAMPLE OF STUDENTS, GRADES 10-12, ON PART 2, "KNOWING ABOUT JOBS," OF THE CAREER MATURITY INVENTORY

School	Grade	Pretests		Post Tests		Difference: Mean Percentile
		No.	Mean Percentile	No.	Mean Percentile	
Campti High School	10	12	49	12	58	9
	11	6	40	6	58	18
	12	2	17	1	15	-2
Natchitoches Central High School	10	30	25	20	31	6
	11	5	30	4	18	-12
	12	11	33	3	45	12
St. Matthew School	10	6	19	6	30	11
	11	11	28	12	33	5
	12	13	30	12	20	-10
Totals		96	30.6	76	35.6	5.0

The scores shown in Table 22 indicate that on this part of Career Maturity Inventory, three groups gained 10 percentile points or more, but overall; the objective was not reached.

Table 23: A COMPARISON OF PRETEST AND POST-TEST SCORES OF A SAMPLE OF STUDENTS, GRADES 10-12, ON PART 3, "CHOOSING A JOB," OF THE CAREER MATURITY INVENTORY

School	Grade	Pretests		Post Tests		Difference: Mean Percentile
		No.	Mean Percentile	No.	Mean Percentile	
Campti High School	10	12	47	12	48	1
	11	6	33	6	55	22
	12	2	30	1	32	2
Natchitoches Central High School	10	30	33	21	34	1
	11	5	25	4	24	-1
	12	11	28	3	39	11
St. Matthew High School	10	6	32	6	34	2
	11	11	30	12	28	-2
	12	13	21	12	25	4
Total		96	31.7	77	35.1	3.4

The group showing the greatest gain, according to the data in Table 23, was the Campti eleventh grade. Overall, the objective was not reached.

Table 24: A COMPARISON OF PRETEST AND POST-TEST SCORES OF A SAMPLE OF STUDENTS, GRADES 10-12, ON PART 4, "LOOKING AHEAD," OF THE CAREER MATURITY INVENTORY

School	Grade	Pretests		Post Tests		Difference: Mean Percentile
		No.	Mean Percentile	No.	Mean Percentile	
Campti High School	10	12	56	12	72	16
	11	6	49	6	55	6
	12	2	37	1	23	-14
Natchitoches Central High School	10	30	33	22	46	13
	11	5	36	4	38	2
	12	11	43	3	47	4
St. Matthew High School	10	6	36	6	33	-3
	11	11	41	12	45	4
	12	13	28	12	29	1
	Totals	96	38.7	78	46.3	7.6

The scores reported in Table 24 above show that two of the nine groups reached the objective of ten percentile points gain. Overall, however, the goal was not attained.

Table 25: A COMPARISON OF PRETEST AND POST-TEST SCORES OF A SAMPLE OF STUDENTS, GRADES 10-12, ON PART 5, "WHAT SHOULD THEY DO?", OF THE CAREER MATURITY INVENTORY

School	Grade	Pretests		Post Tests		Difference: Mean Percentile
		No.	Mean Percentile	No.	Mean Percentile	
Campti High School	10	12	67	12	73	6
	11	6	54	6	65	11
	12	2	48	1	48	0
Natchitoches Central High School	10	30	36	21	43	7
	11	5	41	4	33	-8
	12	11	43	3	59	16
St. Matthew High School	10	6	31	6	41	10
	11	11	44	12	46	2
	12	12	33	12	35	2
	Totals	95	42.6	77	48.6	6.0

As seen in Table 25 above, three groups gained ten percentile points or more. However, the mean gain was only six points.

Table 26: A COMPARISON OF PRETEST AND POST-TEST SCORES OF A SAMPLE OF STUDENTS, GRADES 10-12, ON THE ATTITUDE SCALE OF THE CAREER MATURITY INVENTORY

School	Grade	Pretests		Post Tests		Difference: Mean Percentile
		No.	Mean Percentile	No.	Mean Percentile	
Campti High School	10	12	36	12	64	28
	11	6	36	6	46	10
	12	2	29	1	33	4
Natchitoches Central High School	10	30	10	21	15	5
	11	5	15	4	16	1
	12	11	30	2	59	29
St. Matthew High School	10	6	6	6	11	5
	11	11	24	12	27	3
	12	13	6	12	6	0
	Totals	96	18.6	76	26.8	8.2

The data reveal that three of the nine groups gained ten or more percentile points. The mean gain of 8.2 percentile points, however, does not meet the criterion stated in the objective.

In summary the data in Tables 21 through 26 above show that, overall, the post-test mean percentiles were very little higher than the pretest means. The gains in percentile rank ranged from 3.4 to 8.2, with an average gain, overall, on the six parts, of 5.78. The objective was not achieved by the groups, overall.

However, on each part of the Career Maturity Inventory, some groups made gains of ten percentile rank points or more. The Campti eleventh grade and Natchitoches twelfth grade made greater gains than any others. It must be pointed out that the sample of students in the Campti eleventh grade was made up of only six students; there were only three students in the Natchitoches twelfth grade who took the post test because the seniors were out of school when the post tests were given.

Objective 3: The project staff, in conjunction with the guidance department, will demonstrate their ability to place students in employment or further training. It is expected that 70 percent of the students who complete high school or exit during the year will be placed in a job or in further training.

A job placement service was established to help local businessmen and students. A job survey of the community was initiated to locate jobs and to inform employers of the services offered by the project. The project staff worked with counselors in an effort to place all students in jobs, college, or other training programs.

At this time, data are not complete on the placement of the 1974 graduates from Natchitoches Central High School. Table 27 below presents the results of a survey completed in May, showing the seniors tentative plans.

Table 27: A SUMMARY OF 1974 NATCHITOCHES CENTRAL HIGH SCHOOL SENIORS' TENTATIVE PLANS REPORTED BY SURVEY IN MAY, 1974

	PLANS					
	Jobs		College		Other Training	
Number	No.	%	No.	%	No.	%
254	94	37	122	48	38	15

The placement data for St. Matthews and Campti High Schools are more complete. Table 28 below gives the latest information on their seniors.

Table 28: A SUMMARY OF THE STATUS OF THE 1974 SENIORS OF CAMPTI AND ST. MATTHEW HIGH SCHOOLS

			Number Placed					
	Manner	Total	Jobs		College		Other Training	
School	Of Exit	Number	No.	%	No.	%	No.	%
Campti	Graduates	31	13	42	11	35	3	10
	Dropouts	8	4	50	--	--	1	12
St. Matthew's	Graduates	30	12	40	11	37	7	23
	Dropouts	7	2	28	--	--	2	28

The objective was achieved for Campti and St. Matthew's High Schools, as 87 percent of the total number of students leaving school are either working, in a training program, or have been accepted by a college.

A detailed follow-up will be done in the fall on the 1974 seniors. The second quarterly report will report the results of the follow-up on the 1973-1974 seniors of Natchitoches Central High School, Campti High School, and St. Matthew's High School.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary of Findings

1. A total of 161 teachers, counselors, and administrators participated in college credit workshops during 1973-74. On a knowledge test covering career education concepts, given at the end of the year, 91.7 percent of all of the responses were correct. The summer workshop participants also produced a curriculum guide in career education for elementary teachers.

2. The same workshop participants took a test to assess their knowledge of career achievement skills. On this part of the test 86.7 percent of all responses were correct.

3. On a test designed to measure their knowledge of how to teach career achievement skills to others, almost 84 percent of the workshop participants' responses were correct.

4. When a sample of students, grades K-3, were asked to name occupations shown in pictures, 58 percent of the responses were correct. Students in the second grade at Campti Elementary School named more occupations correctly than any other group. Because the test was given at the end of the year only, it is not known the extent to which the program activities affected the results.

5. On a test to measure the students' knowledge of the relationship between school subjects and jobs, the mean score of a sample of students, grades 4-6, was 52 percent of the possible score.

6. The post-test mean raw score made by a sample of students, grades K-7, on the Coopersmith Self-Esteem Inventory was 3.82 percent higher than the mean pretest score. However, there was great variations in the gains made on the test from grade to grade and school to school. For example, one grade made a 62 percent gain, while one grade's average score decreased by nearly 21 percent.

7. When the "Choosing A Job" section of the Career Maturity Inventory was used to test the students' knowledge of the relationship between school subjects and careers, the target students, grades 8-9, made no gain in percentile rank between the pretest and post test.

8. On the "Knowing Yourself" section of the Career Maturity Inventory, the target students, grades 8-9, improved their rank during the year by 1.2 percentile points. The gains in percentile rank points varied from zero to seven.

9. On the "Knowing About Jobs" section of the Career Maturity Inventory, the target students, grades 8-9, improved their percentile rank scores by 7.4 points. The ninth grade at Campti High School raised their percentile rank by 14 points, while some gained only five and six points.

10. On the "Looking Ahead" section of the Career Maturity Inventory, which measures knowledge of career planning skills, the target students in grades eight and nine improved their scores by 4.1 percentile rank points. Again, the ninth graders at Campti had the greatest gain with eleven percentile rank points gain.

11. On the section of the Career Maturity Inventory that measures knowledge of probelm solving techniques, the target eighth and ninth grade students improved their scores by 8.1 percentile rank points. However, the eighth and ninth grades at Campti and the ninth grade at Natchitoches Central High School gained more than the ten points required by the objective.

12. When the Attitude Scale of the Career Maturity Inventory was used to measure students' attitudes toward work, the target students' post-test scores were only 2.2 percentile rank points higher than their pretest scores. The ninth grade students at Campti increased their mean score by eight percentile rank points, while the mean post-test score for one grade was lower than their pretest mean.

13. On the "Knowing Yourself" section of the Career Maturity Inventory, a sample of students in grades ten through twelve improved their mean score by 4.5 percentile rank points during the year. The eleventh grade at Campti High School made the greatest gain with 15 percentile points, while some grades had lower post test than pretest scores.

14. On the "Knowing About Jobs" section of the Career Maturity Inventory, the sample of students in grades ten through twelve improved their scores by 5.0 percentile rank points. The eleventh grade at Campti gained 18 percentile rank points; three of the groups had lower post-test scores than pretest scores.

15. On the "Choosing A Job" section of the Career Maturity Inventory, the sample of students, grades ten through twelve, had an average gain of 3.4 percentile rank points. While two groups had lower post-test than pretest scores, the eleventh graders at Campti gained 22 percentile rank points.

16. On the "Looking Ahead" section of the Career Maturity Inventory, which measures knowledge of career planning skills, the sample of students, grades ten through twelve, had a mean gain of 7.6 percentile rank points. The greatest gain was made by Campti tenth grade with 16 percentile rank points increase. The twelfth grade at Campti had a 14 point decrease.

17. On the problem solving section of the Career Maturity Inventory, "What Should They Do?", the sample of students improved their mean score by 6.0 percentile rank points. Three groups gained ten points or more: Campti eleventh grade, Natchitoches Central twelfth grade, and St. Matthew tenth grade. One group had a negative gain.

18. On the Attitude Scale of the Career Maturity Inventory, the sample of students in grades ten through twelve gained an average of 8.2 percentile rank points. Campti tenth grade, eleventh grade, and Natchitoches Central twelfth grade groups gained ten percentile rank points or more.

19. The tentative plans expressed in May, 1974 by 315 high school seniors in the three target schools show that 46 percent plan to go to college, 40 percent plan to work full time, and 14 percent plan to enter other training programs.

B. Conclusions

The evaluation findings suggest the following conclusions:

1. The workshop training sessions were effective as the participants obtained knowledge of career education concepts, career achievement skills, and knowledge of how to teach career achievement skills to others, as measured by a 24-item True-False test. In addition, the summer workshop participants produced a curriculum guide for elementary teachers.

2. The students in grades K-3 demonstrated knowledge of occupations to the extent expected. However, since no pretests were given, it is not possible to know to what extent the program activities influenced the outcome measured by the post tests.

3. The students, as a whole, in grades 4-6 and 8-9 are not as familiar with the relationship between school subjects and jobs as they should be. None of the groups achieved the objectives as stated.

4. The data from the Coopersmith Self-Esteem Inventory and the Career Maturity Inventory do not provide evidence that the program activities influenced the self-awareness of students in grades K-9 to any great extent.

5. While the goal of improving the students' career achievement skills was not achieved for all grades, the students in certain grades and in certain schools did show the desired improvement in some areas measured by the Career Maturity Inventory.

6. The project staff did provide many career education activities during the year and did involve many students and teachers in the career education program.

7. Because measurement could not take place until after the end of the school year, final evaluation data on the curriculum guides and the placement services are not available at this time.

8. The project objectives or evaluation findings provided no information concerning attitudes of anyone toward the program.

C. Recommendations

Based upon the evaluation findings, conclusions, and observations by the evaluator, the following suggestions are offered for improving the program and its evaluation:

1. It is recommended that the training activities be continued, that all training activities have predetermined, written objectives, and that they be evaluated in terms of the written objectives. The objectives should be stated in terms of what participants will know, or will be able to do at the end of the training sessions.

2. It is recommended that emphasis continue to be placed upon career awareness in grades K-3. Perhaps more resource speakers and field trips would stimulate more interest on the part of students and teachers.

3. It is recommended that specific program activities at grades 4-9 be reviewed and more effective means of teaching students the relationship between school subjects and careers be implemented.

4. Since self-concept, or self-awareness is a nebulous concept and difficult to measure, it is recommended that evaluation of the objective on improving self-concept be conducted by using a control group for comparison with the experimental groups. It is further recommended that project activities in elementary school emphasize self-awareness through role playing, games, etc.

5. It is recommended that the measuring instruments used be selected carefully to insure that the instrument actually measures the behaviors stated in the objective and the behaviors being influenced by program activities.

6. It is recommended that the objectives be revised to include only those activities which can reasonably be expected to be carried out.

7. For those objectives requiring data not available until after the end of the project year, it is recommended that the objective be revised to use data from the previous year which will be available.

8. It is recommended that an objective be added to obtain some feedback on the attitudes of teachers, students, and community people toward the program.

9. It is recommended that pretests and post tests be used in evaluation of all objectives where appropriate, in order to more accurately assess the effects of program activities.

10. To improve the teaching of career achievement skills, it is recommended that the techniques presently used with the ninth grade at Campti High School be analyzed to see if they can be used in other grades and schools.

Appendix A

Evaluation Design Summary Chart

GUIDANCE AND COUNSELING COMPONENT

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. Approximately 130 teachers, counselors, and administrators will, after participating in the career education workshops, demonstrate knowledge of career education concepts and principles as measured by a locally-developed test. It is expected that the mean score will be 70 percent or higher.	Criterion-referenced test	Feb. 1, 1974	Participants' knowledge of career education concepts and principles	Teachers, counselors, and administrators in workshops	At the end of each workshop or course	Project Research Officer
2. Approximately 130 teachers, counselors, and administrators will, after participating in the career education workshops, demonstrate knowledge of career achievement skills as measured by a locally-developed test. It is expected that the mean score will be 70 percent or higher.	Criterion-referenced test	Feb. 1, 1974	Participants' knowledge of career achievement skills	Teachers, counselors, and administrators in workshops	At the end of each workshop or course	Project Research Officer
3. Approximately 130 teachers, counselors, and administrators will, after participating in the career education workshops, demonstrate knowledge of how to train others in career achievement skills as measured by a locally-developed test. It is expected that the mean score will be 70 percent or higher.	Criterion-referenced test	Feb. 1, 1974	Participants' knowledge of how to train others in career achievement skills	Teachers, counselors, and administrators in workshops	At the end of each workshop or course	Project Research Officer

Guidance and Counseling

	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
DATA ANALYSIS TECHNIQUES	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
1. Mean score will be computed and compared to criterion stated in objective.	July 15, 1974	Site coordinator	Written reports; oral reports; newsletters	Aug., 1974	School personnel; State Dept. of Education; USOE: Community groups
2. Mean score will be computed and compared to criterion stated in objective.	July 15, 1974	Site coordinator	Written reports; oral reports; newsletters	Aug., 1974	School personnel; State Dept. of Education; USOE; Community groups
3. Mean score will be computed and compared to criterion stated in objective.	July 15, 1974	Site coordinator	Written reports; oral reports; newsletters	Aug., 1974	School personnel; State Dept. of Education; USOE; Community groups

EVALUATION DESIGN SUMMARY CHART

Elementary School Component

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. Students participating in the career education program, grades K-3 will demonstrate their knowledge of occupations as measured by locally-developed tests. It is expected that: a. Students in grades K-3 will be able to identify 50 percent of the occupations on a picture test. (Mean score: 50 percent)	Picture Identification test	April, 1974	Students' knowledge of occupations	Sample of students grades K-3.	May, 1974	Project Research Officer
2. The students in the career education program, grades 4-6, will demonstrate their knowledge of the relationship between school subjects and occupations as measured by a locally-developed, objective-type test. It is expected that the mean score will be 70 percent or higher.	Criterion-referenced test	April, 1974	Students' knowledge of relationship between school subjects and occupations	Sample of students, grades 4-6	May, 1974	Project Research Officer

Elementary School Component

	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
DATA ANALYSIS TECHNIQUES	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
1. (a) Mean score will be computed and compared to criterion stated in objective.	July 15, 1974	Site coordinator	Written reports; oral reports; newsletters	Aug., 1974	School personnel; State Dept. of Education; USOE; Community groups
2. Mean score will be computed and compared to the criterion stated in the objective.	July 15, 1974	Site coordinator	Written reports; oral reports; newsletters	Aug., 1974	School personnel; State Dept. of Education; USOE; Community groups

Elementary School Component

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
3. The students in the career education program, grades 1-6, will improve their self concept as measured by the Coopersmith Self-Esteem Inventory. It is expected that the mean post test raw score will be at least 10 percent higher than the mean raw score on the pretest.	Coopersmith Self-Esteem Inventory	Already Available	Students' perception of self	Sample of students, grades 1-6	Nov., 1973 and May, 1974	Project Research Officer

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
3. Post test mean raw score will be compared to pretest mean; percent of gain will be computed.	July 15, 1974	Site coordinator	Written reports; oral reports; newsletters	Aug., 1974	School personnel; State Dept. of Education; USOE; Community groups

Junior High School Component

EVALUATION DESIGN SUMMARY CHART

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. The students in the career education program, grades 7-9, will increase their knowledge of the relationship between school subjects and occupations as measured by Part 3 of the Career Maturity Inventory. It is expected that the mean gain will be 10 percentile points.	Part 3, Career Maturity Inventory	Already Available	Students' knowledge of the relationship between school subjects and occupations	Students in pre-vocational courses, grades 7-9	Nov., 1973 and May, 1974	Project Research Officer
2. The students in the career education program, grades 7-9, will increase their knowledge of career achievement skills as measured by the Career Maturity Inventory. It is expected that the mean post test score will be at least 10 percentile rank points higher than the mean pretest score.	Career Maturity Inventory	Already Available	Students' knowledge of career achievement skills	Students in pre-vocational courses, grade 7-9	Nov., 1973 and May, 1974	Project Research Officer
3. Approximately 500 students in the target junior high schools will complete pre-vocational training in industrial arts or home services. It is expected that class rolls and teacher evaluations will indicate that the students have successfully completed the courses.	Course records	System already in use	Record of students completing pre-vocational courses	Students in pre-vocational courses, grades 7-9	Nov., 1973 and May, 1974	Project Research Officer

Junior High School Component

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
1. Post test mean percentile rank will be compared to pretest mean; the difference will be compared to the criterion stated in the objective.	July 15, 1974	Site coordinator	Written reports; oral reports; newsletters	Aug., 1974	School personnel; State Dept. of Education; USOE; Community groups
2. Post test mean percentile rank will be compared to pretest mean; the difference will be compared to the criterion stated in the objective.	July 15, 1974	Site coordinator	Written reports; oral reports; newsletters	Aug., 1974	School personnel; State Dept. of Education; USOE; Community groups
3. Class rolls and course grades will be analyzed and summarized.	July 15, 1974	Site coordinator	Written reports; oral reports; newsletters	Aug., 1974	School personnel; State Dept. of Education; USOE; Community groups

EVALUATION DESIGN SUMMARY CHART

High School and Post-High School Component

PERFORMANCE OBJECTIVE	MEASUREMENT INSTRUMENTS			DATA COLLECTION PROCEDURES		
	Name/Type of Instrument	Date Instrument to be Completed	Baseline Data	Target Group	Scheduled Date(s)	Person Responsible
1. During the 1973-74 school year, a committee of teachers involved in the career education program, with the project staff, will develop an interest-based curriculum guide in the area of house care. It is expected that 90 percent of the persons on an evaluation team will rate the curriculum guide as "adequate" or "excellent".	Rating Scale	April, 1974	Record of curriculum guide and ratings by evaluators		May, 1974	Project Research Officer
2. The students in the career education program, grades 10-12, will increase their knowledge of career achievement skills as measured by the Career Maturity Inventory. It is expected that the mean post test score will be at least 10 percentile rank points higher than the mean pretest score.	Career Maturity Inventory	Already Available	Students' knowledge of career achievement skills	Participating students, grades 10-12	Nov., 1973 and May, 1974	Project Research Officer
3. The project staff, in conjunction with the guidance department, will demonstrate their ability to place students in employment or further training. It is expected that 70 percent of the students who complete high school or exit during the year will be placed in a job or in further training.	Follow-up Records	Records system already in use	Record of students' status after leaving school	All exiting students	May, 1974	Project Research Officer

High School and Post-High School Component

DATA ANALYSIS TECHNIQUES	DATA ANALYSIS PRESENTATION				
		Dissemination of Evaluation Results for Overall Project			
	Evaluator's Report Date	Person Responsible	Method	Schedule	Recipient/ Audience
1. An evaluation team of at least ten people will be selected; completed curriculum guide will be rated; ratings will be summarized.	July 15, 1974	Site coordinator	Written reports; oral reports; newsletters	Aug., 1974	School personnel; State Dept. of Education; USOE; Community groups
2. Post test mean percentile rank will be compared to pretest mean: the difference will then be compared to the objective.	July 15, 1974	Site coordinator	Written reports; oral reports; newsletters	Aug., 1974	School personnel; State Dept. of Education; USOE; Community groups
3. Records of graduates and students exiting during the year will be examined and summarized: Results will be compared to objective.	July 15, 1974	Site coordinator	Written reports; oral reports; newsletters	Aug., 1974	School personnel; State Dept. of Education; USOE; Community groups

Appendix B

List of Standardized Instruments

STANDARDIZED INSTRUMENTS

1. Career Maturity Inventory, 1973, McGraw-Hill, Inc., Monterey, California 93940

2. Coopersmith Self-Esteem Inventory

Appendix C

Copies of Locally-Developed Instruments

Knowledge Test on Career Education Concepts

(Guidance and Counseling Component
Objective One)

True - False: Write True or False beside each of the following statements.

_______ 1. At the lower elementary level the major emphasis of Career Education is that of self "awareness."

_______ 2. At the elementary and middle school level, students should be channeled into an occupational decision.

_______ 3. Career education may bring about such favorable responses as better grades, and increased attendance.

_______ 4. Career education is vocational rather than college preparatory.

_______ 5. Career education should be handled outside the academic school system, in trade schools or community colleges.

_______ 6. By the end of the ninth grade, students should have made a firm decision about a career choice.

_______ 7. At the middle school level the student should explore occupational areas in which specialized tools, skills, and concepts are used.

_______ 8. Every school teacher should have an understanding of job clusters.

_______ 9. The major function of the high school should be the preparation of students for entrance into college.

_______ 10. Career education applies to ALL youngsters.

_______ 11. The term "awareness" as used in career education refers only to self awareness.

_______ 12. Counseling and guidance are not a part of career education.

Knowledge Test on Career Achievement Skills

(Guidance and Counseling Component
Objective Two)

_______13. Career education can point out the relationship and interdependence of academic subjects to one another.

_______14. Decision making is an important career education skill.

_______15. Career education is a convenient vehicle to teach problem solving.

_______16. Career education can make school more relevant to life outside the classroom.

_______17. Career education helps to develop desirable social relationships.

_______18. Career education can make life more meaningful.

Knowledge Test on Methods of Teaching Career Achievement Skills

(Guidance and Counseling Component
Objective Three)

_______19. Teachers will have to completely reorganize their lesson plans to include career education.

_______20. A "hands on" activity must be first in every unit.

_______21. A rigid schedule is needed in order to implement career education activities.

_______22. Career education can enhance academic learning by giving the student "learning by doing" experiences.

_______23. A minimum of one unit per grading period should incorporate career education.

_______24. Career education should be infused (blended) into regular academic subjects rather than taught as a separate course.

Picture Identification Test for Grades K-3

(Elementary School Componen[illegible]
Objective One)

MATERIALS NEEDED: Answer forms, set of 25 specific picture from the Peabody Language Development Kit, Level #1
1965 American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014

ADMINISTRATION OF THE TEST:
Say: "I am going to show you some pictures of workers. I want you to tell [illegible] the name of each worker. For example, what is this worker's name?" (Show the sample card of the cowboy.)

"Yes this is a cowboy."

Follow the same procedure with each of the remaining 24 pictures, writing down any unusual or questionable answers.

Remember: To be scored positively, the response must be identified as a job, not as an occupational activity.

Examples:

"Barber" ___+___ "He's cutting hair" or "Haircutter" ___-___

"Druggist" ___+___ "Medicine man" ___-___

The following exceptions may be allowed:

Saleslady or salesclerk
Trashman or garbageman
Streetsweeper or streetcleaner

All other responses must be the ones printed on the answer sheet.

Total score is the total correct responses.

PICTURE IDENTIFICATION TEST
Grades K-3

Name____________________ Date________

School____________________ Total Score________

Grade____________________

OCCUPATION	SCORE	COMMENT
Barber		
Salesclerk		
Dentist		
Fireman		
Doctor		
Garbageman		
Lifeguard		
Druggist Pharmacist		
Mailman Postman		
Nurse		
Policeman		
Soldier		
Milkman		
Street Cleaner		
Baker Chef Cook		
Mother		
Teacher		
Truck Driver		
Carpenter		
Clown		
Painter		
Boxer		
Gardener		
Service Station Attendant		

(Elementary School Component Objective Two)

CAREER EDUCATION
JOB-SUBJECT RELATEDNESS INVENTORY

INSTRUCTIONS: This is a survey designed to find out how well you understand the relationship between school subjects and jobs. In the index you will see four subjects: Science (S), Math (M), Language Arts (LA), and Social Studies (SS). These subjects are strongly related to the jobs listed below. In the blanks beside the job titles, please put the letters which represent the one subject most related to the job.

INDEX: S = Science, M = Math, LA = Language Arts, SS = Social Studies

EXAMPLES: M navigator SS welfare counselor
LA English teacher S photographer

______ carpenter
______ astronomer
______ printer
______ bricklayer
______ archeologist
______ anthropologist
______ author
______ news reporter
______ psychologist
______ politician
______ optometrist
______ laboratory technician
______ machinist
______ librarian

______ medical doctor
______ sociologist
______ pilot
______ preacher
______ secretary
______ bookkeeper
______ druggist
______ telephone operator
______ bank teller
______ dietician
______ dentist
______ computer programmer
______ school counselor
______ historian

(High School and Post High School Component Objective One)

Curriculum Guide Rating Form

Name: ______________________ Date: ______________

Position: ______________________ School: ______________

Curriculum Guide Rated: ______________________________

Grade Level: ______________________________

Instructions: Please rate each factor by placing a check mark in the appropriate column by each factor.

	RATING		
Factor Rated	Inadequate	Adequate	Excellent
Objectives			
Activities			
Instructional Materials			
Evaluative Materials			